



State of California—Health and Human Services Agency California Department of Public Health



December 12, 2007

Mr. Richton Yee, Chief Food Stamp Policy Bureau California Department of Social Services 744 P Street, MS 1632 Sacramento, CA 95814

Dear Mr. Yee;

FINAL REPORT OF FEDERAL FISCAL YEAR (FFY) 2007

It is my pleasure on behalf of this department and the University of California, Davis, to submit the final report of Food Stamp nutrition education for October 1, 2006 through September 30, 2007. This report contains statistics as required by the U.S. Department of Agriculture Food Stamp Program for the *Network for a Healthy California* of the California Department of Public Health and the Food Stamp Nutrition Education Program of the University of California, Davis.

The report summarizes the efforts of statewide campaigns and over one hunderd local projects to reach California's estimated 10 million persons who are eligible for Food Stamp nutrition education because their annual incomes fall below 185% of the Federal Poverty Level. We estimate that the combined efforts of this department and UC Davis provided messaging in all 58 counties and generated over 1 billion total impressions. Excluding media and public relations, the estimated unduplicated count of persons reached person-toperson is nearly 3.5 million low-income adults and children. These figures have held steady compared to FFY 06. This is expected, since funding levels are essentially unchanged.

You will find the Summary of Local *Network* and FSNEP Projects with estimated impressions for each project, the reach of advertising and public relations activities, and the reach of the campaigns in each *Network* region. A new section in this year's report is the Summary of Evaluation Studies which includes brief descriptions of six large studies; they are written in the format requested by USDA.

We remain eager to have another venue that allows discussion of results in line with our annual state plan and goes beyond the head counts found in this report. We would be pleased to work with you and USDA to find a format that might meet national needs.

As in past years, the local project statistics should be considered preliminary. This is because it is not possible within the 60-day window between close of the federal fiscal year and the November 30 deadline to collect, clean, compile and summarize statewide statistics from all the projects. Therefore, we have extensively annotated how the figures were derived and the limitations that should be ascribed to interpreting results.

We look forward to continuing our work together and with USDA in the areas of evaluation, reducing the administrative and reporting burdens, and working toward continual quality improvement. We also would welcome more powerful ways than simple promotion through FSNE to help increase participation in California's Food Stamp Program.

On behalf of the teams here and at UC Davis, Dr. Amy Joy and I thank you for the many courtesies you extend to us and for the continued support your department provides throughout the year.

Sincerely,

Susan B. Foerster, MPH, RD, Chief Cancer Prevention and Nutrition Section And Director, *Network for a Healthy California*

Enclosure

cc: Charlotte Doisy Food Stamp Policy Bureau 744 P Street, MS 1632 Sacramento, CA 95814

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State Summary of FSNE-Eligible Contacts

Network for a Healthy California California Department of Public Health

Food Stamp Nutrition Education Program University of California, Davis

October 1, 2006 – September 30, 2007

(FSNE Eligible ≤ 185% FPL)

Project Name	Total Unduplicated Contacts (Estimate Only)	Total Impressions (Estimate Only)	
Local Projects	2,073,958 1	N/A^2	
Network Media (Advertising & Public Relations)	8,585,000 ³	1,004,174,266 4	
Regional Networks FV & PA Campaigns	1,226,054 5	17,579,365 ⁶	
UC FSNEP	117,829	N/A	
Total	12,002,841 7	1,021,753,631 8	

California has about 10.1 million FSNE eligible persons living in Food Stamp nutrition education-eligible (FSNE-eligible) households (≤ 185% of the Federal Poverty Level),^a of whom about 3.6 million are children under the age of 18 years and 1.1 million are persons over age 65 years.^a For FFY 05, the most recent year available, California's average monthly participation in the Food Stamp Program was just under 2.0 million persons,^b or about 50% of eligible persons, the third lowest rate among the 50 states.^c At least 4 million persons were entitled to participate in the Food Stamp Program in 2000, and the number should have risen significantly due to steady population growth and the very high cost of living in California.

California is the only state which cashes out persons receiving SSI or SSP, meaning that most low-income senior citizens are ineligible to receive Food Stamps. Therefore, California's two FSNE initiatives are designed to reach the estimated 7 million parents and children with household incomes < 185% FPL. Through community and media

interventions that reach mixed audiences, older people are of course included in the persons counted as participating in FSNE efforts.

In the State Summary chart above and with the many caveats specified in the footnotes, the unduplicated count column and the total impressions columns—even though incomplete—suggest that the *Network* and FSNEP together reached very significant numbers of FSNE-eligible Californians.

Comparisons with the number of contacts in FFY 06 are not possible to calculate. The collection of Total Unduplicated Contacts began mid-year in FFY 06, so FFY 06 contacts were likely under-counted. The ongoing collection of Total Impressions through the *Network's* Semi-Annual Activity Report are not yet cleaned and complied for FFY 07 (footnote 2).

The adjusted media impressions (See footnote 4) show that adult penetration held steady. The number of persons reached through *Network* regions increased about 20 percent, most likely due to the statewide roll-out of the new *Fit Business* worksite program in low-wage settings and the introduction of physical activity initiatives with partner organizations in participating *Network* schools. Since funding has been steady between FFY 06 and FFY 07, significant increases were not expected.

Commercial marketing tries to drive stronger sales results by continually increasing the reach and by attaining the smartest balance within the marketing mix of advertising, public relations, promotion, and education. Most marketers believe that effectiveness increases proportionately to the quality of the contact and the number of contacts per capita in the target audience. One can get results by saturation marketing or by being very clever. California's FSNE programs aim to do both.

A preliminary estimate of trends shows that for the 10.1 million FSNE-eligible persons in California, there were about 108 contacts per person in FFY 06 (with media impressions adjusted as per footnote 4). In FFY 07, the preliminary estimate of 101 per person (below) does not yet include the Total Impressions for Local Projects and for UC FSNEP.

The real goal, however, is that in line with increases in total impressions, state surveys will show increases in target dietary and physical activity behaviors in FSNE-eligible population segments, increases in "upstream" measures of factors that determine population behavior, and decreases in barriers to healthy eating and physical activity. This goal is discussed in the annual State Plan and will be reflected in other reports.

Footnotes

^a U.S. 2000 Census. Census of Populations and Housing. Summary File 4, Table PCT 144; Age by Ration of Income in 1999 to Poverty Level.

^b Food Research and Action Center (March 2006). State of the States 2006: A Profile of Food and Nutrition Programs Across the Nation. Retrieved from, http://www.frac.org/pdf/2006 SOS Report/pdf.

^c USDA (October 2007), Reaching Those in Need: State Food Stamp Participation Rates in 2005.

There is no known way to track clients participating in programs held by more than one agency. Consequently, this number represents the sum of each contractor's best estimate of unduplicated count. These estimates are based on each project's planned scope of work as summarized in the state plan project summaries for FFY 07. Estimates of actual contacts are due from local projects in November and compiled at the state level in mid-FFY 08.

By adding smaller markets to the FY07 plan, coverage of food stamp recipients increased from 96.0% in FY06 to 99.2% in FY07, thus explaining the increased reach from 80.5% in FY06 to 85.0% in FY07, and corresponding increased impressions from 8,134,500 to 8,585,000 (+5.5%).

² The *Network's* local projects report total impressions by October 31, so it is not possible to clean and compile these data to include in the State Nutrition Education Final Report.

³ Estimated unduplicated advertising impressions totaling 8,585,000 is based on 85.0% reach of approximately 10.1 million persons living in households below 185% FPL being exposed to a *Network* TV, radio or outdoor message at least one time during the 14 weeks of advertising. This estimated reach takes into account the fact that *Network* messages run in markets representing 99.2% of all California food stamp recipients, but not all individuals will be exposed.

⁴ Network gross media impressions total 1,676,575,656 of which 1,494,225,300 is for paid advertising and 182,350,356 is for Public Relations (PR). (See Section 3 Network Social Marketing). For paid advertising, reported gross mass media impressions are based on Adults 18+, which is the standard demographic measurement used to estimate *Network* media impressions. Gross advertising impressions were then factored down to an estimated 821,823,910 to adjust for Adults 18+ at or below 185% FPL, using adjustment factors from proprietary Scarborough Research Data. There is no known way to adjust PR for 185% FPL or to estimate unduplicated impressions. Combined adjusted (adjusted for ≤ 185% FPL) media impressions (contacts) total is 1,004,174,266. This represents a 54.5% increase over reported FY06 media impressions (650,120,647) because reported FY06 impressions did not include advertising between October '05 and January '06 which it was funded from the FY05 budget. Including those impressions would bring FY06 media impressions into line with FY07 media impressions.

⁵ The number of contacts (unduplicated) is based upon direct contacts with individuals at FSNE-eligible sites through educational interactions, such as classroom-type lessons, interactive educational booths at festivals and farmers'/flea markets, food demonstrations, and other community venues. This number may also include persons living in households above 185% FPL. For example, for a school to qualify to participate in Network Power Play!, 50% or more of the children must be documented as eligible to receive free or reduced price meals; the other students may or may not live in households with higher income rates. All children in the school would be included in this estimate. Again, because there is no universal ID number that can be used without violating privacy issues and our design is to reach as many individuals as possible as many times and in as many sites as possible through separately conducted interventions, there is no known way to provide an unduplicated count of individuals reached by FSNE interventions. Ideally, individuals may also have been reached through Local Incentive Awardees, other Network-funded projects, and/or UCD FSNEP.

⁶ This cell counts multiple contacts with the same individual when they participate in a series of classroom-type lessons, and it uses multipliers to estimate the total number of family members reached through the direct participation of one family member in a *Campaign* intervention. The impression number also includes indirect contacts, such as retail and cafeteria merchandising. Increases from FFY 2006 are due to the introduction of the *Worksite Program* into the regional scopes of work.

- ⁷ This cell totals best-estimates of unduplicated counts by all participating projects. The goal of FSNE is to reach the maximum number of FSNE-eligible persons as many times and as many ways possible. For example a child may receive nutrition education multiple times from different FSNE source providers (e.g., in school, after-school programs, special events and community events). Likewise, a mother may receive nutrition education from different providers in community settings, at the store, through social groups and mass media. With existing data systems and rights of privacy, we know of no way to obtain a true unduplicated count and recommend instead that other measures of accountability and reach be used nationally.
- ⁸ With target populations of 10.1 million FSNE-eligibles, of whom about 7 million are parents and children specifically targeted by FSNE, it appears that California would have conveyed a FSNE message about 100 times per person in FYY 07, with direct contacts concentrated on persons living in the lowest income census tracts and attending low-resource schools. In commercial marketing, advertisers typically aim to reach their target multiple times per year.

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2) Local Projects Summary

Network for a Healthy California California Department of Public Health

October 1, 2006 - September 30, 2007

(FSNE Eligible ≤ 185% FPL)

	Total Unduplicated Contacts (Estimate Only)
Network Local Projects Grand Total of Contacts	2,073,958

By Channel	
CHILDREN AND FAMILIES	
COMMISSIONS	3,500
CITY GOVERNMENTS	3,870
COLLEGES/UNIVERSITITES	93,126
COUNTY OFFICES OF EDUCATION	213,712
INDIAN TRIBAL ORGANIZATIONS	8,220
LOCAL PUBLIC HEALTH DEPARTMENTS	710,711
PARKS AND RECREATION AGENCIES	2,045
SCHOOLS/SCHOOL DISTRICTS	1,031,774
UC COOPERATIVE EXTENSIONS	7,000
TOTAL	2,073,958

Local Projects Summary - Network

Section A: Final Report for Local Projects – FFY 2007

		S	tate Summary of	Local Project	<u>s</u> .		FFY 07
Project Name	Delive	ery Locations	Audience		Methods	Content	Evaluation
	Geographi c Area (Statewide or counties reached)	Delivery Sites (type and number)	Targeted Audience	Total No. of Participants (estimated, unduplicated count)	Frequency, Duration and Type of Educational Methods	Key Message(s)	Type and Status
ABC Unified School District	Los Angeles County	6 Other Preschools or Daycares (not Head Start); 11 Schools (K-12); 1 WIC Site	51% Female; 49% Male; Children and Adults	5,500	Nutrition Education Classes; Nutrition Education Research/Evaluation; Promotion of Healthy Communities; Training/workshop/ conference	Breast-feeding; Childhood Obesity Prevention; Cooking Skills; Dietary Quality; Farmers' market promotion; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion; Shopping Behaviors	Process; Impact

Sta	te Summary of <u>Loc</u>	cal Projects.						
	Project Name	Delivery Locations		Audience		Methods	Content	Evaluation
2.	Alameda County Health Care Services Agency	Alameda County	23 Afterschool Programs; 6 Community-Based Organizations; 3 Community Clinics (non-government); 1 Community Youth Organization; 6 Faith/Churches; 1 Farmers' Market; 1 Head Start; 1 Housing Project; 2 Other Preschools or Daycares (not Head Start); 8 Parks,Recreation Centers; 29 Schools (K-12); 4 Senior Centers; 4 WIC Sites	52% Female; 48% Male; Children and Adults	27,443	Community Education Events; Nutrition Education Classes; Promotion of Healthy Communities; Training/workshop/ conference	Breast-feeding; Childhood Obesity Prevention; Farmers' market promotion; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion	Formative; Process; Impact
3.	Alameda County Office of Education (California Healthy Kids Resource Center (CHKRC))	Statewide (Primarly distribution of materials)	Network-Funded Projects throughout the State of California	Female; Male; Children and Adults	5,716	(Primarly distribution of nutrition education materials & trainings to FSNE/Network projects)	Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion	Process Evaluation
4.	Alameda County Office of Education (Rock La Fleche Community School)	Alameda County	3 Schools (K-12)	50% Female; 50% Male; Children	785	Community Education Events; Internet/Web Sites; Nutrition Education Classes; Promotion of Healthy Communities	Cooking Skills; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion	Formative; Process

Sta	te Summary of <u>Lo</u>	cal Projects.						
	Project Name	Delivery Locations		Audie	nce	Methods	Content	Evaluation
5.	Alhambra Unified School District	Los Angeles County	1 Afterschool Program; 7 Other Preschools or Daycares (not Head Start); 17 Schools (K-12)	52% Female; 48% Male; Children and Adults	17,511	Advisory Council/Task Force; Community Education Events; Internet/Web Sites; Nutrition Education Classes; Nutrition Education Research/Evaluation; Print Media; Training/workshop/ conference; TV	Childhood Obesity Prevention; Cooking Skills; Dietary Quality; Food Safety; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion	Process; Impact
6.	Alisal Union School District	Monterey County	11 Schools (K-12); 1 Hispanic celebration called El Grito, nutrition ed. booth census track # 0605300900; 1 Migrant Fathers Health Fair	47% Female; 53% Male; Children and Adults	14,972	Community Education Events; Internet/Web Sites; Nutrition Education Classes; Nutrition Education Research/Evaluation; Print Media; Training/workshop/ conference	Childhood Obesity Prevention; Cooking Skills; Dietary Quality; Food Safety; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion; Shopping Behaviors	Process; Impact
7.	Berkeley Unified School District	Alameda County	10 Afterschool Programs; 10 Schools (K-12); 4 preschools	51% Female; 49% Male; Children	3,383	Nutrition Education Classes	Childhood Obesity Prevention; Cooking Skills; Dietary Quality; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion	Process; Impact
8.	California Rural Indian Health Board, Inc.	Sacrament o County	3 Afterschool Programs; 4 Head Start; 8 Indian Tribal Organizations; 1 WIC Site	55% Female; 45% Male; Children and Adults	2,320	Community Education Events; Internet/Web Sites; Nutrition Education Classes; Promotion of Healthy Communities; Training/workshop/ conference	Childhood Obesity Prevention; Cooking Skills; Dietary Quality; Food Safety; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion	Process

	Project Name	Delivery Locations		Audie	nce	Methods	Content	Evaluation
9.	Calistoga Joint Unified School District	Napa County	1 Afterschool Program; 1 Community Clinic (non-government); 1 Garden; 2 Grocery Stores; 2 Schools (K-12); 1 Family Center	49% Female; 51% Male; Children and Adults	1,350	Community Education Events; Nutrition Education Classes; Print Media; Promotion of Healthy Communities	Childhood Obesity Prevention; Cooking Skills; Farmers' market promotion; Food Safety; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion; Shopping Behaviors	Process
10.	California State University, Chico (Research Foundation)	Butte County	2 Afterschool Programs; 4 Community-Based Organizations; 2 Community Clinics (non-government); 3 Community Youth Organizations; 1 Garden; 6 Head Start; 1 Healthy Start; 3 Indian Tribal Organizations; 14 Other Preschools or Daycares (not Head Start); 1 Park, Recreation Center; 3 Public Health Departments; 59 Schools (K-12); 1 University, Community College; 9 Family Resource Centers; 1 Breastfeeding Support Center	60% Female; 40% Male; Children and Adults	56,587	Community Education Events; Internet/Web Sites; Nutrition Education Classes; Nutrition Education Research/Evaluation; Print Media; Radio; Training/workshop/ conference; TV	Breast-feeding; Childhood Obesity Prevention; Cooking Skills; Dietary Quality; Food Safety; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion; Shopping Behaviors	Formative; Process; Impact

State Summary of Lo	cal Projects.						
Project Name	Delive	Delivery Locations		nce	Methods	Content	Evaluation
11. City and County of San Francisco, Department of Public Health	San Francisco County	5 Afterschool Programs; 14 Community-Based Organizations; 2 Community Clinics (non-government); 3 Community Youth Organizations; 2 Faith/Churches; 1 Farmers' Market; 1 Food Closet/Pantry/Bank ; 2 Head Start; 3 Health Care Facilities (non-government); 1 Healthy Start; 5 Other Preschools or Daycares (not Head Start); 1 Park, Recreation Center; 1 Public Health Department; 1 Senior Center; 3 Soup Kitchens/ Congregate Meal Sites; 5 WIC Sites	60% Female; 40% Male; Children and Adults	15,000	Advisory Council/Task Force; Community Education Events; Internet/Web Sites; Nutrition Education Classes; Print Media; Promotion of Healthy Communities; Radio; Training/workshop/conf erence; TV	Childhood Obesity Prevention; Cooking Skills; Dietary Quality; Farmers' market promotion; Food Safety; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion; Shopping Behaviors	Formative; Process; Impact
12. City of Berkeley Department of Health and Human Services	Alameda County	3 Afterschool Programs; 1 Faith/Church; 2 Farmers' Markets; 8 Head Start; 3 Parks, Recreation Centers; 1 Public Health Department; 1 Senior Center; 1 WIC Site	55% Female; 45% Male; Children and Adults	4,500	Community Education Events; Nutrition Education Classes	Breast-feeding; Childhood Obesity Prevention; Cooking Skills; Farmers' market promotion; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion; Eat Breakfast	Formative; Process

State Summary of L	ocal Projects.						
Project Name	Deliv	ery Locations	Audie	nce	Methods	Content	Evaluation
13. City of Duarte Parks and Recreation Department	Los Angeles County	1 Afterschool Program; 1 Food Closet/Pantry/Bank ; 7 Schools (K-12); 1 Senior Center	52% Female; 48% Male; Children and Adults	1,140	Community Education Events; Nutrition Education Classes	Childhood Obesity Prevention; Cooking Skills; Dietary Quality; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion	Formative; Process; Impact
14. City of Long Beach Department of Public Health	Los Angeles County	5 Afterschool Programs; 30 Community-Based Organizations; 3 Community Clinics (non-government); 1 Community Youth Organization; 3 Faith/Churches; 2 Farmers' Markets; 10 Head Start; 3 Health Care Facilities (non-government); 3 Healthy Start; 2 Housing Projects; 2 Other Preschools or Daycares (not Head Start); 4 Parks, Recreation Centers; 50 Private Homes; 1 Public Health Department; 1 Senior Center; 5 WIC Sites	60% Female; 40% Male; Children and Adults	18,000	Advisory Council/Task Force; Community Education Events; Internet/Web Sites; Nutrition Education Classes; Nutrition Education Research/Evaluation; Print Media; Promotion of Healthy Communities; Retail Promotion; Training/workshop/conference	Breast-feeding; Childhood Obesity Prevention; Cooking Skills; Dietary Quality; Farmers' market promotion; Food Safety; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion; Shopping Behaviors	Process; Impact

State Summary of L	State Summary of Local Projects.									
Project Name	Delive	Delivery Locations		nce	Methods	Content	Evaluation			
15. City of Montclain	San Bernardino County	1 Community Clinic (non-government); 1 Faith/Church; 1 Farmers' Market; 1 Grocery Store; 1 Park, Recreation Center; 1 apartment complex community centers	75% Female; 25% Male; Adults	1,020	Community Education Events; Nutrition Education Classes; Print Media	Cooking Skills; Farmers' market promotion; Fruit & Vegetables; Healthier Eating, general; Shopping Behaviors	Process			
16. City of Pasadena Publi Health Department	Los Angeles County	1 Afterschool Program; 5 Community-Based Organizations; 2 Community Clinics (non-government); 1 Faith/Church; 1 Farmers' Market; 3 Grocery Stores; 3 Head Start; 3 Parks, Recreation Centers; 1 Public Health Department; 2 Senior Centers	90% Female; 10% Male; Children and Adults	62,415	Advisory Council/Task Force; Community Education Events; Nutrition Education Classes; Promotion of Healthy Communities; Training/workshop/ conference	Breast-feeding; Childhood Obesity Prevention; Cooking Skills; Dietary Quality; Farmers' market promotion; Food Safety; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion; Shopping Behaviors	Formative; Process			
17. City of San Bernardino Parks, Recreation and Community Services Department	San Bernardino County	1 Afterschool Program; 1 Food Closet/Pantry/ Bank; 1 Head Start; 3 Housing Projects	60% Female; 40% Male;	905			Process; Impact			

State Summary of L	ocal Projects.						
Project Name	Deliv	Delivery Locations		nce	Methods	Content	Evaluation
18. Compton Unified School District	Los Angeles County	37 Schools (K-12)	62% Female; 38% Male; Children	17,650	Community Education Events; Internet/Web Sites; Nutrition Education Classes; Nutrition Education Research/Evaluation; Promotion of Healthy Communities; Training/workshop/ conference	Childhood Obesity Prevention; Cooking Skills; Dietary Quality; Fruit & Vegetables; Healthier Eating, general	Process; Impact
19. Contra Costa County Health Services (Community Wellness and Prevention Program)	Contra Costa County	10 Afterschool Programs; 2 Faith/Churches; 2 Farmers' Markets; 1 Food Closet/Pantry/Bank ; 2 Grocery Stores; 1 Housing Project; 450 Other Preschools or Daycares (not Head Start); 2 Parks, Recreation Centers; 7 Public Health Departments; 11 Schools (K-12);4 Senior Centers; 1 University, Community College; 4 WIC Sites; 8 parents groups; 4 First Five Centers	90% Female; 10% Male; Children and Adults	9,700	Advisory Council/Task Force; Community Education Events; Internet/Web Sites; Nutrition Education Classes; Print Media; Training/workshop/conf erence; TV; Food Stamp mailings	Breast-feeding; Childhood Obesity Prevention; Cooking Skills; Farmers' market promotion; Food Safety; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion; Shopping Behaviors	Formative; Process; Impact

State Summary of Lo	State Summary of Local Projects.										
Project Name	Delive	Delivery Locations		nce	Methods	Content	Evaluation				
20. County of Riverside Community Health Agency	Riverside County	Adult Education (6); Afterschool Programs (3);Community Clinics (20);Churches (3); Community Based Organizations (4); Food stores (15); Food Stamp Offices (3); Head Start Programs (15); schools (150);	Male (10%); Female (90%)	26,840	Community Education Events; Nutrition Education Classes; Nutrition Education Print Media;Retail Promotion; Training/workshop/ conference;	Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion; breast feeding; My Pyramid	Process; Impact				
21. County of San Bernardino Department of Public Health	San Bernardino County	Afterschools (1); churches (2); Community Centers (3); Elderly Service Sites (1); Food Stamp Offices (1); Parks, Recreation Centers (3); Schools (2)	60% Female; 40% Male; Children	2,000	Nutrition Education Classes, Community Education Events, Web sites, Print Media,	Fruits & Vegetables, Physical Activity,	Process; Impact				

State Summary of Lo	cal Projects.						
Project Name	Delive	ery Locations	Audie	nce	Methods	Content	Evaluation
22. Del Norte Unified School District	Del Norte County	5 Afterschool Programs; 4 Community-Based Organizations; 1 Community Youth Organization; 1 Farmers' Market; 3 Food Closets/Pantries/B anks; 1 Food Stamp Office; 10 Gardens; 6 Head Start; 3 Healthy Start; 2 Indian Tribal Organizations; 3 Other Preschools orDaycares (not Head Start); 1 Park, Recreation Center; 1 Public Health Department; 13 Schools (K-12); 1 Senior Center	50% Female; 50% Male; Children and Adults	6,000	Advisory Council/Task Force; Community Education Events; Internet/Web Sites; Nutrition Education Classes; Promotion of Healthy Communities; Radio; Training/workshop/ conference	Childhood Obesity Prevention; Cooking Skills; Dietary Quality; Farmers' market promotion; Food Safety; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion; Shopping Behaviors	Process; Impact
23. Downey Unified School District	Los Angeles County	14 Schools (K-12)	52% Female; 48% Male; Children and Adults	150,000	Advisory Council/Task Force; Internet/Web Sites; Nutrition Education Classes; Nutrition Education Research/Evaluation; Print Media; Training/workshop/ conference	Childhood Obesity Prevention; Cooking Skills; Dietary Quality; Food Safety; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion; Shopping Behaviors	Formative; Process; Impact

Sta	ite Summary of <u>Lo</u>	cal Projects.						
	Project Name	Deliv	ery Locations	Audie	nce	Methods	Content	Evaluation
24.	East Los Angeles College	Los Angeles County	7 Afterschool Programs; 10 Schools (K-12); 1 Senior Center; 1 University, Community College	75% Female; 25% Male; Children and Adults	12,664	Nutrition Education Classes; Nutrition Education Research/Evaluation; Promotion of Healthy Communities	Breast-feeding; Childhood Obesity Prevention; Cooking Skills; Dietary Quality; Farmers' market promotion; Food Safety; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion; Shopping Behaviors	Process; Impact
25.	El Monte City School District	Los Angeles County	1 Community-Based Organization; 2 Grocery Stores; 1 Park, Recreation Center; 18 Schools (K-12)	49% Female; 51% Male; Children and Adults	13,500	Advisory Council/Task Force; Community Education Events; Internet/Web Sites; Nutrition Education Classes; Nutrition Education Research/Evaluation; Print Media; Promotion of Healthy Communities; Retail Promotion; Training/workshop/conf erence; Classroom andcafeteria-based fruit and vegetable promotions	Childhood Obesity Prevention; Cooking Skills; Dietary Quality; Food Safety; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion; Shopping Behaviors	Process; Impact

State Summary of Lo	ocal Projects.						
Project Name	Delive	ery Locations	Audie	nce	Methods	Content	Evaluation
26. Elk Grove Unified School District	Sacrament o County	12 Afterschool Programs; 1 Farmers' Market; 1 Grocery Store; 16 Schools (K-12)	48% Female; 52% Male; Children and Adults	33,284	Internet/Web Sites; Nutrition Education Classes; Print Media; Training/workshop/ conference	Childhood Obesity Prevention; Cooking Skills; Dietary Quality; Farmers' market promotion; Food Safety; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion	Formative; Process
27. Farmersville Unified School District	Tulare County	1 Healthy Start; 6 Schools (K-12)	50% Female; 50% Male; Children	100	Community Education Events; Nutrition Education Classes	Childhood Obesity Prevention; Cooking Skills; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion	Process
28. Fresno County Office of Education	Fresno County	9 Afterschool Programs; 6 Other Preschools or Daycares (not Head Start); 24 Schools (K-12); 1 Fresno Fairgrounds	50% Female; 50% Male; Children and Adults	19,874	Community Education Events; Nutrition Education Classes; Nutrition Education Research/Evaluation; Training/workshop/ conference	Childhood Obesity Prevention; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion	Process; Impact
29. Fresno Unified School District	Fresno County	13 Schools (K-12); 3 Parent and Child Education Centers (ages 1-4) on eligible high school campuses; 1 Preschool on eligible high school campus	51% Female; 49% Male; Children and Adults	13,500	Advisory Council/Task Force; Community Education Events; Internet/Web Sites; Nutrition Education Classes; Nutrition Education Research/Evaluation; Print Media; Promotion of Healthy Communities; Training/workshop/ conference; Billboard	Childhood Obesity Prevention; Cooking Skills; Dietary Quality; Food Safety; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion	Process; Impact

Sta	te Summary of <u>Lo</u> c	cal Projects.						
I	Project Name	Deliv	ery Locations	Audie	nce	Methods	Content	Evaluation
30.	Greenfield Union School District	Kern County	11 Afterschool Programs; 1 Community-Based Organization; 1 Food Closet/Pantry/Bank ; 3 Gardens; 1 Park, Recreation Center; 11 Schools (K-12)	48% Female; 52% Male; Children and Adults	8,000	Advisory Council/Task Force; Nutrition Education Classes; Promotion of Healthy Communities	Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion	Formative; Process
31.	Hawthorne School District	Los Angeles County	1 Community- Based Organization; 1 Food Stamp Office; 1 Grocery Store; 13 Schools (K-12)	49% Female; 51% Male; Children and Adults	10,000	Advisory Council/Task Force; Community Education Events; Internet/Web Sites; Nutrition Education Classes; Nutrition Education Research/Evaluation; Print Media; Promotion of Healthy Communities; Training/workshop/ conference; TV	Childhood Obesity Prevention; Cooking Skills; Dietary Quality; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion; Shopping Behaviors	Formative; Process; Impact
32.	Humboldt County Office of Education	Humboldt County	8 Afterschool Programs; 22 Schools (K-12)	55% Female; 45% Male; Children and Adults	4,395	Community Education Events; Nutrition Education Classes; Garden Enhanced Nutrition Ed.	Cooking Skills; Dietary Quality; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion	Formative; Impact
33.	Huntington Beach Union High School District	Orange County	7 Afterschool Programs; 1 Farmers' Market; 16 Schools (K-12)	50% Female; 50% Male; Children and Adults	11,557	Community Education Events; Internet/Web Sites; Nutrition Education Classes; Print Media; Training/workshop/ conference	Childhood Obesity Prevention; Farmers' market promotion; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion	Formative; Process

State Summary of L	ocal Projects	<u>.</u>					
Project Name	Deliv	very Locations	Audie	nce	Methods	Content	Evaluation
34. Imperial County Public Health Department	Imperial County	1 Community Clinic (non-government); 5 Head Start; 2 Housing Projects; 5 Other Preschools or Daycares (not Head Start); 1 Public Health Department; 2 Senior Centers	50% Female; 50% Male; Children and Adults	5,580	Community Education Events; Nutrition Education Classes; Print Media; Promotion of Healthy Communities; Training/workshop/ conference; Collaboration with other agencies	Breast-feeding; Childhood Obesity Prevention; Cooking Skills; Dietary Quality; Food Safety; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion; Shopping Behaviors	Process
35. Kern County Department of Public Health	Kern County	14 Afterschool Programs; 3 Community-Based Organizations; 7 Food Stamp Offices; 1 Head Start; 1 Public Health Department; 25 Schools (K-12); 2 Worksites; 11 Public Health sub- office in outlying areas of the county.; 5 Health Fairs that are held in low income neighborhoods.	52% Female; 48% Male; Children and Adults	194,500	Community Education Events; Nutrition Education Classes; Nutrition Education Research/Evaluation; TV; Billboards in qualifying census tract of Lamont, McFarland, Bakersfield, Delano, and Wasco as shown on the listed census tract.	Childhood Obesity Prevention; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion	Process; Impact

State Summary of Lo	ocal Projects.						
Project Name	Deliv	ery Locations	Audie	nce	Methods	Content	Evaluation
36. Kernville Union School District (Family Resource Center)	Kern County	3 Afterschool Programs; 7 Community-Based Organizations; 2 Community Clinics (non-government); 3 Community Youth Organizations; 2 Faith /Churches; 4 Food Closets/Pantries/B anks; 1 Food Stamp Office; 2 Gardens; 1 Head Start; 2 Health Care Facilities (non-government); 1 Housing Project; 1 Indian Tribal Organization; 1 Other Preschool or Daycare (not Head Start); 1 Park, Recreation Center; 50 Private Homes; 3 Schools (K-12); 1 Senior Center; 1 Soup Kitchen/ Congregate Meal Site; 4 Worksites; 1 local dental services	52% Female; 48% Male; Children and Adults	2,200	Advisory Council/Task Force; Community Education Events; Internet/Web Sites; Nutrition Education Classes; Nutrition Education Research/Evaluation; Print Media; Promotion of Healthy Communities; Radio; Training/workshop/ conference; TV	Childhood Obesity Prevention; Cooking Skills; Dietary Quality; Food Safety; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion; Shopping Behaviors	Formative; Process; Impact

Sta	te Summary of <u>Lo</u>	cal Projects.						
	Project Name	Deliv	ery Locations	Audie	nce	Methods	Content	Evaluation
37.	Lamont School District	Kern County	4 Afterschool Programs; 1 Community-Based Organization; 1 Community Clinic (non-government); 2 Grocery Stores; 1 Other Preschool or Daycare (not Head Start); 1 Park, Recreation Center; 100 Private Homes; 4 Schools (K-12); 1 Farmworkers camp	50% Female; 50% Male; Children and Adults	1,600	Community Education Events; Nutrition Education Classes; Promotion of Healthy Communities; Training/workshop/ conference	Childhood Obesity Prevention; Cooking Skills; Dietary Quality; Food Safety; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion	Process; Impact
38.	Long Beach Unified School District	Los Angeles County	15 Afterschool Programs; 29 Other Preschools or Daycares (not Head Start); 57 Schools (K-12)	50% Female; 50% Male; Children and Adults	89,000	Nutrition Education Classes; Training/workshop/ conference	Childhood Obesity Prevention; Dietary Quality; Farmers' market promotion; Food Safety; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion	Formative; Process; Impact
39.	Los Angeles County Office of Education	Los Angeles County	1 Afterschool Program; 1 Community-Based Organization; 1 Community Clinic (non-government); 2 Gardens; 47 Schools (K-12)	48% Female; 52% Male; Children and Adults	17,892	Community Education Events; Internet/Web Sites; Nutrition Education Classes; Print Media; Promotion of Healthy Communities; Training/workshop/ conference	Childhood Obesity Prevention; Cooking Skills; Dietary Quality; Farmers' market promotion; Food Safety; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion; Shopping Behaviors	Formative; Process; Impact

Sta	te Summary of <u>Lo</u>	cal Projects.						
ı	Project Name	Deliv	ery Locations	Audie	nce	Methods	Content	Evaluation
40.	Los Angeles Trade Technical College	Los Angeles County	3 Afterschool Programs; 2 Other Preschools or Daycares (not Head Start); 10 Schools (K-12); 1 University, Community College	38% Female; 62% Male; Children and Adults	8,800	Nutrition Education Classes	Childhood Obesity Prevention; Cooking Skills; Fruit & Vegetables; Healthier Eating, general	Process; Impact
41.	Los Angeles Unified School District	Los Angeles County	425 Schools (K-12)	57% Female; 43% Male; Children and Adults	365,000	Nutrition Education Classes	Fruit & Vegetables; Physical Activity Promotion	Impact
42.	Madera County Children and Families Commission - First 5	Madera County	4 Community-Based Organizations; 1 Farmers' Market; 1 Food Stamp Office; 1 Grocery Store; 2 Head Start; 1 Health Care Facility (non-government); 5 Other Preschools or Daycares (not Head Start); 1 Public Health Department; 2 Schools (K-12); 1 WIC Site	91% Female; 9% Male; Children and Adults	3,500	Community Education Events; Internet/Web Sites; Nutrition Education Classes; Print Media; Training/workshop/conf erence	Childhood Obesity Prevention; Cooking Skills; Dietary Quality; Farmers' market promotion; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion; Shopping Behaviors	Process
43.	Madera Unified School District	Madera County	1 Other Preschool or Daycare (not Head Start); 14 Schools (K-12)	49% Female; 51% Male; Children	4,000	Nutrition Education Classes	Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion	Process

State Summary of Lo	State Summary of <u>Local Projects.</u>										
Project Name	Delivery Locations		Audience		Methods	Content	Evaluation				
44. Manila Community Services District	Humboldt County	1 Afterschool Program; 1 Community Youth Organization; 1 Garden; 1 Park, Recreation Center	70% Female; 30% Male; Children and Adults	2,850	Community Education Events; Nutrition Education Classes; Promotion of Healthy Communities; Radio; TV	Childhood Obesity Prevention; Cooking Skills; Dietary Quality; Farmers' market promotion; Food Safety; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion; Shopping Behaviors	Process				

State Summary of Lo	ocal Projects.						
Project Name	Deliv	ery Locations	Audie	nce	Methods	Content	Evaluation
45. Marin County Department of Health and Human Services	Marin County	2 Afterschool Programs; 25 Community-Based Organizations; 1 Community Clinic (non-government); 3 Community Youth Organizations; 2 Farmers' Markets; 2 Food Closets/Pantries/B anks; 1 Food Stamp Office; 3 Gardens; 1 Head Start; 2 Health Care Facilities (non-government); 1 Other Preschool or Daycare (not Head Start); 1 Public Health Department; 7 Schools (K-12); 1 Senior Center; 1 Soup Kitchen/Congregat e Meal Site; 1 WIC Site	50% Female; 50% Male; Children and Adults	15,754	Advisory Council/Task Force; Community Education Events; Internet/Web Sites; Nutrition Education Classes; Nutrition Education Research/Evaluation; Print Media; Promotion of Healthy Communities; Radio; Training/workshop/ conference; TV	Breast-feeding; Childhood Obesity Prevention; Cooking Skills; Dietary Quality; Farmers' market promotion; Food Safety; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion; Shopping Behaviors	Formative; Process; Impact
46. Merced County Office of Education	Merced County	6 Afterschool Programs; 1 Community-Based Organization; 11 Other Preschools or Daycares (not Head Start); 6 Schools (K-12)	50% Female; 50% Male; Children and Adults	14,000	Advisory Council/Task Force; Internet/Web Sites; Nutrition Education Classes; Nutrition Education Research/Evaluation; Print Media; Training/workshop/conf erence; TV	Childhood Obesity Prevention; Cooking Skills; Dietary Quality; Food Safety; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion; Shopping Behaviors	Process; Impact

Sta	te Summary of <u>Lo</u>	cal Projects.		T				
	Project Name	Deliv	ery Locations	Audie	nce	Methods	Content	Evaluation
47.	Monrovia Unified School District	Los Angeles County	11 Afterschool Programs; 3 Community-Based Organizations; 10 Community Youth Organizations; 1 Farmers' Market; 1 Food Closet/Pantry/Bank ; 3 Gardens; 3 Grocery Stores; 1 Healthy Start; 2 Other Preschools or Daycares (not Head Start); 10 Schools (K-12)	47% Female; 53% Male; Children	13,000	Advisory Council/Task Force; Community Education Events; Internet/Web Sites; Nutrition Education Classes; Nutrition Education Research/Evaluation; Print Media; Promotion of Healthy Communities; Retail Promotion; Training/workshop/ conference; TV	Childhood Obesity Prevention; Cooking Skills; Dietary Quality; Farmers' market promotion; Food Safety; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion; Shopping Behaviors	Formative; Process; Impact
48.	Montebello Unified School District	Los Angeles County	12 Afterschool Programs; 11 Head Start; 28 Schools (K-12)	49% Female; 51% Male; Children and Adults	36,400	Advisory Council/Task Force; Community Education Events; Nutrition Education Classes; Promotion of Healthy Communities; Training/workshop/ conference	Childhood Obesity Prevention; Cooking Skills; Dietary Quality; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion; Shopping Behaviors; Family meal times, choices and consequences	Process
49.	Monterey County Department of Public Health	Monterey County	3 Afterschool Programs; 1 Farmers' Market; 1 Grocery Store; 1 Public Health Department; 10 Schools (K-12); 1 WIC Site; 1 Adult School	50% Female; 50% Male; Children and Adults	19,000	Community Education Events; Nutrition Education Classes; Nutrition Education Research/Evaluation; Print Media; Promotion of Healthy Communities; Radio; Training/workshop/conf erence; TV	Breast-feeding; Childhood Obesity Prevention; Cooking Skills; Farmers' market promotion; Food Safety; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion; Shopping Behaviors	Formative; Impact

State Summary of Lo	ocal Projects.						
Project Name	Deliv	Delivery Locations		nce	Methods	Content	Evaluation
50. Mount Diablo Unified School District	Contra Costa County	12 Afterschool Programs; 2 Gardens; 2 Parks, Recreation Centers	48% Female; 52% Male; Children	2,191	Advisory Council/Task Force; Community Education Events; Nutrition Education Classes; Promotion of Healthy Communities	Cooking Skills; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion	Formative; Impact
51. Native American Health Center	San Francisco County	1 Community- Based Organization; 1 Farmers' Market; 1 Head Start; 3 Indian Tribal Organizations; 1 WIC Site	60% Female; 40% Male; Children and Adults	2,000	Community Education Events; Nutrition Education Classes; Promotion of Healthy Communities	Cooking Skills; Dietary Quality; Farmers' market promotion; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion; Shopping Behaviors	Formative; Process
52. Newport-Mesa Unified School District	Orange County	10 Afterschool Programs; 5 Other Preschools or Daycares (not Head Start); 14 Schools (K-12)	49% Female; 51% Male; Children	7,408	Internet/Web Sites; Nutrition Education Classes; Nutrition Education Research/Evaluation; Training/workshop/ conference	Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion	Formative; Process; Impact

State Summary of <u>Local Projects.</u>									
Project Name Delivery Locations		Audience		Methods	Content	Evaluation			
53. Orange County Health Care Agency	Orange County	10 Afterschool Programs; 25 Community-Based Organizations; 20 Community Clinics (non-government); 10 Community Youth Organizations; 5 Faith/Churches; 9 Farmers' Markets; 25 Food Closets/ Banks; 11 Food Stamp Offices; 44 Head Start; 250 Health Care Facilities (non-government); 25 Other Preschools or Daycares (not Head Start); 1120 Private Homes; 1 Public Health Dept; 65 Schools (K-12); 10 Senior Centers; 35 Soup Kitchens/ Congregate Meal Sites; 33 WIC Sites; 2 Worksites; 10 Shelter/ TransLiving site; 50 State Preschool sites	50% Female; 50% Male; Children and Adults	27,735	Advisory Council/Task Force; Community Education Events; Internet/Web Sites; Nutrition Education Classes; Nutrition Education Research/Evaluation; Print Media; Promotion of Healthy Communities; Radio; Retail Promotion; Training/workshop/ conference; TV	Breast-feeding; Childhood Obesity Prevention; Cooking Skills; Dietary Quality; Farmers' market promotion; Food Safety; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion; Shopping Behaviors	Formative; Process; Impact		

State Summary of Local Projects.									
Project Name	Delivery Locations		Audience		Methods	Content	Evaluation		
54. Orange County Superintendent of Schools	Orange County	7 Afterschool Programs; 46 Schools (K-12); 2 Family Resource Centers	38% Female; 62% Male; Children and Adults	5,400	Community Education Events; Nutrition Education Classes; Nutrition Education Research/Evaluation; Print Media; Training/workshop/ conference	Cooking Skills; Dietary Quality; Healthier Eating, general; Physical Activity Promotion	Process; Impact		
55. Orange County Superintendent of Schools	Statewide	7 Afterschool Programs; 46 Schools (K-12); 2 Family Resource Centers	49% Female; 51% Male;	43,150	Community Education Events; Nutrition Education Classes; Nutrition Education Research/Evaluation; Print Media; Training/workshop/ conference	Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion	Process;		
56. Orange Unified School District	Orange County	3 Other Preschools or Daycares (not Head Start); 15 Schools (K-12)	49% Female; 51% Male; Children and Adults	20,000	Community Education Events; Nutrition Education Classes; Nutrition Education Research/Evaluation; Harvest of the Month/Season	Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion	Process; Impact		
57. Pasadena Unified School District	Los Angeles County	18 Afterschool Programs; 5 Healthy Start; 30 Schools (K-12)	49% Female; 51% Male; Children	20,500	Advisory Council/Task Force; Community Education Events; Nutrition Education Classes; Print Media; Promotion of Healthy Communities; Training/workshop/conf erence; TV	Childhood Obesity Prevention; Cooking Skills; Dietary Quality; Farmers' market promotion; Food Safety; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion; Shopping Behaviors	Formative; Process; Impact		

Sta	State Summary of Local Projects.									
	Project Name	Delivery Locations		Audience		Methods	Content	Evaluation		
58.	Placer County Department of Health and Human Services	Placer County	1 Afterschool Program; 4 Community-Based Organizations; 1 Head Start; 4 WIC Sites	70% Female; 30% Male; Children and Adults	3,780	Community Education Events; Nutrition Education Classes; Nutrition Education Research/Evaluation; Promotion of Healthy Communities; Training/workshop/ conference	Breast-feeding; Childhood Obesity Prevention; Cooking Skills; Dietary Quality; Farmers' market promotion; Food Safety; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion; Shopping Behaviors	Formative; Process		
59.	Rosemead School District	Los Angeles County	4 Other Preschools or Daycares (not Head Start); 5 Schools (K-12)	49% Female; 51% Male; Children and Adults	4,045	Internet/Web Sites; Nutrition Education Classes; Print Media; Training/workshop/ conference	Food Safety; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion; Shopping Behaviors	Formative; Process		

State Summary of Local Projects.									
Project Name Delivery Locations		Audience		Methods	Content	Evaluation			
60. Sacramento County Department of Health & Human Services (Clinic Services)	Sacrament o County	2 Afterschool Programs; 3 Community-Based Organizations; 1 Community Youth Organization; 1 Faith/Church; 1 Farmers' Market; 1 Food Closet/Pantry/Bank ; 3 Food Stamp Offices; 2 Grocery Stores; 2 Housing Projects; 1 Indian Tribal Organization; 2 Parks, Recreation Centers; 1 Public Health Department; 2 Schools (K-12); 9 Public Health Clinic; 1 On-site classroom	50% Female; 50% Male; Children and Adults	6,000	Community Education Events; Nutrition Education Classes; Retail Promotion	Childhood Obesity Prevention; Cooking Skills; Dietary Quality; Farmers' market promotion; Food Safety; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion; Shopping Behaviors	Formative; Process; Impact		

State Summary of Local Projects.									
Project Name	Delivery Locations		Audience		Methods	Content	Evaluation		
61. San Benito County Health & Human Services Agency	San Benito County	2 Head Start; 9 Other Preschools or Daycares (not Head Start); 1 WIC Site; 3 Community Outreach Sites (Baby Safety Shower for MC/CMSP/WIC eligible clients held at RO Hardin ES, Health Fair (consumer survey eligible), Stork's Nest Store Day held at WIC site) Kids @ the Park children's health & safety fair (State Provided consumer survey eligible).; 4 perinatal groups (Stork's Nest clients who are MC/CPSP/WIC eligible, Oaxacan Women's Project MC/CPSP/WIC eligible)	50% Female; 50% Male; Children and Adults	2,000	Community Education Events; Nutrition Education Classes; Training/workshop/ conference	Childhood Obesity Prevention; Cooking Skills; Dietary Quality; Farmers' market promotion; Food Safety; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion; Shopping Behaviors	Formative; Process		
62. San Diego Community College District	San Diego County	15 Adult schools	Female; Male; Adults	11,075	Internet/Web Sites; Nutrition Education Classes	Dietary Quality; Food Safety; Fruit & Vegetables; Healthier Eating, general; Shopping Behaviors	Impact		

Sta	State Summary of Local Projects.									
	Project Name	Delivery Locations		Audience		Methods	Content	Evaluation		
63.	San Francisco Unified School District	San Francisco County	50 Afterschool Programs; 84 Schools (K-12)	47% Female; 53% Male; Children	32,860	Community Education Events; Internet/Web Sites; Nutrition Education Classes; Print Media; Training/workshop/ conference	Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion	Formative; Process; Impact		
64.	San Joaquin County Public Health Services	San Joaquin County	2 Community- Based Organizations; 2 Faith/Churches; 1 Food Closet/ Pantry/Bank; 5 Head Start; 1 Housing Project; 2 Parks, Recreation Centers; 1 Public Health Department; 4 Schools (K-12)	65% Female; 35% Male; Children and Adults	2,500	Community Education Events; Nutrition Education Classes; Promotion of Healthy Communities; Training/workshop/ conference	Cooking Skills; Dietary Quality; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion	Process		

State Summary of Lo	ocal Projects.						
Project Name	Delive	Delivery Locations		nce	Methods	Content	Evaluation
65. San Mateo County Health Services Agency	San Mateo County	15 Afterschool Programs; 12 Community-Based Organizations; 7 Community Clinics (non-government); 9 Community Youth Organizations; 4 Faith/Churches; 2 Farmers' Markets; 5 Food Stamp Offices; 2 Grocery Stores; 1 Housing Project; 6 Other Preschools or Daycares (not Head Start); 3 Parks, Recreation Centers; 1 Public Health Department; 6 WIC Sites; 6 Public Libraries; 2 ESL classes	85% Female; 15% Male; Children and Adults	9,820	Advisory Council/Task Force; Community Education Events; Nutrition Education Classes; Print Media; Training/workshop/ conference	Breast-feeding; Childhood Obesity Prevention; Cooking Skills; Dietary Quality; Farmers' market promotion; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion; Shopping Behaviors	Formative; Process
66. Santa Ana Unified School District	Orange County	3 Other Preschools or Daycares (not Head Start); 53 Schools (K-12); 6 Local Bookstore	49% Female; 50% Male; Children and Adults	21,500	Community Education Events; Nutrition Education Classes; HOTM Parent/Teacher Newsletters	Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion	Formative; Process; Impact

State Summary of L	ocal Projects.						
Project Name	Delive	ery Locations	Audie	nce	Methods	Content	Evaluation
67. Santa Barbara County Public Health Department	Santa Barbara County	1 Faith/Church; 1 Food Closet/Pantry/Bank ; 1 Head Start; 1 Housing Project; 1 School (K-12)	60% Female; 40% Male; Children and Adults	17,273	Advisory Council/Task Force; Community Education Events; Internet/Web Sites; Nutrition Education Classes; Print Media; Promotion of Healthy Communities; Training/workshop/ conference	Childhood Obesity Prevention; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion; Portion size education	Process
68. Santa Clara County Public Health Department	Bay Area Regionwid e	20 Afterschool Programs; 65 Community-Based Organizations; 40 Community Youth Organizations; 4 Faith/Churches; 20 Farmers' Markets; 95 Grocery Stores; 5 Housing Projects; 5 Public Health Departments; 2 Restaurants/Diners /Fast Food; 60 Schools (K-12); 5 WIC Sites; 6 Worksites; 6 large festivals; 5 health care providers	60% Female; 40% Male; Children and Adults	70,000	Advisory Council/Task Force; Community Education Events; Internet/Web Sites; Nutrition Education Classes; Print Media; Promotion of Healthy Communities; Radio; Retail Promotion; Training/workshop/ conference	Breast-feeding; Childhood Obesity Prevention; Cooking Skills; Dietary Quality; Farmers' market promotion; Food Safety; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion; Shopping Behaviors	Formative; Process; Impact
69. Santa Clarita Valley School Food Services Agency	Los Angeles County	1 Garden; 1 Other Preschool or Daycare (not Head Start); 6 Schools (K-12)	50% Female; 50% Male; Children	6,800	Nutrition Education Classes; Training/workshop/ conference	Cooking Skills; Food Safety; Fruit & Vegetables; Healthier Eating, general	Formative; Process

Sta	te Summary of <u>Lo</u>	cal Projects.						
	Project Name	Delive	ery Locations	Audie	nce	Methods	Content	Evaluation
70.	Santa Cruz City School District	Santa Cruz County	2 Afterschool Programs; 2 Gardens; 2 Schools (K-12)	52% Female; 48% Male; Children	2,650	Advisory Council/Task Force; Community Education Events; Nutrition Education Classes	Childhood Obesity Prevention; Cooking Skills; Dietary Quality; Farmers' market promotion; Food Safety; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion	Formative; Process
71.	Shasta County Office of Education	Shasta County	4 Afterschool Programs; 4 Gardens; 1 Head Start; 1 Indian Tribal Organization; 27 Other Preschools or Daycares (not Head Start); 7 Schools (K-12); 1 University, Community College; 1 Worksite; 213 Family Child Care Homes	50% Female; 50% Male; Children and Adults	2,500	Advisory Council/Task Force; Community Education Events; Internet/Web Sites; Nutrition Education Classes; Print Media; Promotion of Healthy Communities; Radio; Training/workshop/ conference	Childhood Obesity Prevention; Cooking Skills; Dietary Quality; Food Safety; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion	Formative; Process; Impact

State Summary of Lo	cal Projects.						
Project Name	Deliv	ery Locations	Audie	nce	Methods	Content	Evaluation
72. Shasta County Public Health Department	Shasta County	7 Afterschool Programs; 2 Community Youth Organizations; 1 Faith/Church; 10 Food Closets/Pantries/B anks; 2 Food Stamp Offices; 5 Gardens; 1 Head Start; 2 Housing Projects; 1 Indian Tribal Organization; 1 Other Preschool or Daycare (not Head Start); 2 Parks, Recreation Centers; 1 Public Health Department; 16 Schools (K-12); 5 Senior Centers; 2 WIC Sites; 2 Worksites	51% Female; 48% Male; Children and Adults	82,250	Advisory Council/Task Force; Community Education Events; Internet/Web Sites; Nutrition Education Classes; Nutrition Education Research/Evaluation; Print Media; Promotion of Healthy Communities; Radio; Training/workshop /conference; TV	Childhood Obesity Prevention; Cooking Skills; Dietary Quality; Food Safety; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion; Shopping Behaviors	Process; Impact
73. Solano County Health and Social Services Department	Solano County	4 Food Closets/Pantries/B anks; 4 Food Stamp Offices; 2 Public Health Departments; 12 WIC Sites	80% Female; 20% Male; Children and Adults	3,020	Advisory Council/Task Force; Nutrition Education Classes; Promotion of Healthy Communities; Training/workshop/conf erence; Provider and client newsletters	Breast-feeding; Cooking Skills; Farmers' market promotion; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion; Shopping Behaviors	Formative; Process

Sta	te Summary of <u>Lo</u>	<u>cal Projects.</u>						
	Project Name	Deliv	ery Locations	Audie	nce	Methods	Content	Evaluation
74.	Sonoma County Department of Health Services	Sonoma County	5 Afterschool Programs; 5 Gardens; 1 Public Health Department; 5 Schools (K-12); 6 WIC Sites; 2 Summer school	57% Female; 43% Male; Children and Adults	9,541	Advisory Council/Task Force; Nutrition Education Classes; Training/workshop/ conference	Breast-feeding; Childhood Obesity Prevention; Cooking Skills; Dietary Quality; Farmers' market promotion; Food Safety; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion; Shopping Behaviors	Formative; Process; Impact
75.	Sonoma State University	Sonoma County	8 Afterschool Programs; 4 Community-Based Organizations; 1 Community Clinic (non-government); 1 Farmers' Market; 1 Food Closet/Pantry/Bank ; 8 Gardens; 3 Grocery Stores; 1 Public Health Department; 8 Schools (K-12); 2 Universities, Community Colleges	45% Female; 55% Male; Children and Adults	2,000	Advisory Council/Task Force; Community Education Events; Nutrition Education Classes; Promotion of Healthy Communities; Training/workshop/ conference	Childhood Obesity Prevention; Cooking Skills; Farmers' market promotion; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion	Process; Impact

State Summary of Lo	cal Projects.						
Project Name	Delive	ery Locations	Audie	nce	Methods	Content	Evaluation
76. Southern Indian Health Council, Inc.	San Diego County	2 Community Clinics (non- government); 1 Garden; 1 Head Start; 2 Health Care Facilities (non-government); 7 Indian Tribal Organizations; 1 Other Preschool or Daycare (not Head Start); 10 Private Homes; 1 Early Headstart SoCal American Indian Resource	58% Female; 42% Male; Children and Adults	1,500	Community Education Events; Nutrition Education Classes; Print Media	Childhood Obesity Prevention; Cooking Skills; Dietary Quality; Food Safety; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion	Formative; Process; Impact

Project Name	Delive	ry Locations	Audience		Methods	Content	Evaluation
77. Stanislaus County Health Services Agency	Stanislaus County	5 Afterschool Programs; 3 Community-Based Organizations; 3 Faith/Churches; 2 Farmers' Markets; 2 Food Stamp Offices; 10 Head Start; 7 Healthy Start; 3 Other Preschools or Daycares (not Head Start); 1 Public Health Department; 49 Schools (K-12); 5 Senior Centers; 2 WIC Sites	85% Female; 15% Male; Children and Adults	4,400	Advisory Council/Task Force; Community Education Events; Internet/Web Sites; Nutrition Education Classes; Print Media; Promotion of Healthy Communities; Radio; Training/workshop/ conference	Breast-feeding; Childhood Obesity Prevention; Cooking Skills; Dietary Quality; Farmers' market promotion; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion; Shopping Behaviors	Formative; Process

State Summary of Lo	cal Projects.						
Project Name	t Name Delivery Location		Audier	nce	Methods	Content	Evaluation
78. Tulare County Health and Human Services Agency (WIC Program)	Tulare County	3 Community-Based Organizations; 1 Community Clinic (non-government); 1 Community Youth Organization; 2 Faith/Churches; 19 Food Closets/Pantries/B anks; 5 Healthy Start; 1 Indian Tribal Organization; 1 Park, Recreation Center; 44 Schools (K-12); 8 WIC Sites; 1 Community Services Employment Training, Inc. (CSET); 1 Orosi Adult School	60% Female; 40% Male; Children and Adults	65,000	Advisory Council/Task Force; Community Education Events; Nutrition Education Classes; Nutrition Education Research/Evaluation; Print Media; Training/workshop/ conference	Breast-feeding; Childhood Obesity Prevention; Cooking Skills; Dietary Quality; Farmers' market promotion; Food Safety; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion; Shopping Behaviors	Process; Impact
79. Tulare County Office of Education	Tulare County	7 Afterschool Programs; 3 Farmers' Markets; 6 Gardens; 2 Grocery Stores; 38 Schools (K-12)	48% Female; 52% Male; Children and Adults	100,000	Advisory Council/Task Force; Community Education Events; Internet/Web Sites; Nutrition Education Classes; Nutrition Education Research/Evaluation; Training/workshop/ conference	Cooking Skills; Dietary Quality; Farmers' market promotion; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion	Process; Impact

State Summary of	Local Projects.						
Project Name	Deliv	ery Locations	Audie	nce	Methods	Content	Evaluation
80. Ukiah Unified School District	Mendocino County	4 Afterschool Programs; 4 Head Start; 39 Schools (K-12)	51% Female; 49% Male; Children	9,000	Community Education Events; Internet/Web Sites; Nutrition Education Classes; Radio; Training/workshop/ conference	Childhood Obesity Prevention; Cooking Skills; Fruit & Vegetables; Physical Activity Promotion	Process; Impact
81. United Indian Health Service	s Humboldt County	2 Afterschool Programs; 1 Farmers' Market; 1 Garden; 4 Head Start; 1 Indian Tribal Organization; 10 Private Homes; 3 Schools (K-12); 2 Soup Kitchens/ Congregate Meal Sites	50% Female; 50% Male; Children and Adults	2,400	Community Education Events; Nutrition Education Classes; Promotion of Healthy Communities; Radio; Culturally Appropriate Nut. Ed	Childhood Obesity Prevention; Cooking Skills; Dietary Quality; Farmers' market promotion; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion; Traditional Foods for American Indians	Process
82. University of California Cooperative Extension, Alameda Cour (Child and You Nutrition Program)		7 Gardens; 13 Other Preschools or Daycares (not Head Start)	48% Female; 52% Male; Children and Adults	4,000	Advisory Council/Task Force; Community Education Events; Nutrition Education Classes; Radio; Training/workshop/ conference	Cooking Skills; Farmers' market promotion; Food Safety; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion	Formative; Process; Impact

Sta	te Summary of <u>Lo</u>	cal Projects.						
	Project Name	Delive	ery Locations	Audie	nce	Methods	Content	Evaluation
83.	University of California Cooperative Extension, Alameda County (Family and Consumer Services)	Alameda County	15 Community-Based Organizations; 3 Community Clinics (non-government); 2 Faith/Churches; 2 Farmers' Markets; 5 Food Closets/Pantries/B anks; 2 Food Stamp Offices; 4 Grocery Stores; 2 Head Start; 2 Healthy Start; 3 Housing Projects; 1 Indian Tribal Organization; 2 Other Preschools or Daycares (not Head Start); 150 Private Homes; 1 Senior Center; 2 WIC Sites; 2 Job Readiness Center	80% Female; 20% Male; Adults	3,000	Advisory Council/Task Force; Community Education Events; Internet/Web Sites; Nutrition Education Classes; Nutrition Education Research/Evaluation; Promotion of Healthy Communities; Training/workshop/conf erence; Peer reviewed journals/magazines	Breast-feeding; Cooking Skills; Dietary Quality; Farmers' market promotion; Food Safety; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion; Shopping Behaviors	Formative; Process; Impact
84.	University of California, San Diego (Division of Community Pediatrics)	San Diego County	7 Schools (K-12)	47% Female; 53% Male; Children and Adults	2,000	Community Education Events; Internet/Web Sites; Nutrition Education Classes; Nutrition Education Research/Evaluation	Childhood Obesity Prevention; Dietary Quality; Food Safety; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion	Process; Impact
85.	Vaughn Next Century Learning Center	Los Angeles County	1 Afterschool Program; 1 Community-Based Organization; 1 Grocery Store; 1 Head Start; 1 School (K-12)	40% Female; 60% Male; Children and Adults	2,500	Community Education Events; Nutrition Education Classes; Promotion of Healthy Communities; Training/workshop/ conference	Childhood Obesity Prevention; Cooking Skills; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion	Formative; Process; Impact

State Summary of Lo	ocal Projects.						
Project Name	Deliv	ery Locations	Audie	nce	Methods	Content	Evaluation
86. Ventura County Public Health Department	Ventura County	10 Community-Based Organizations; 2 Community Clinics (non-government); 5 Faith/Churches; 15 Head Start; 5 Health Care Facilities (non-government); 3 Housing Projects; 3 Other Preschools or Daycares (not Head Start); 2 Parks, Recreation Centers; 1 PublicHealth Department; 2 WIC Sites; 5 Worksites; 5 Neighborhood for Learning Centers	60% Female; 40% Male; Children and Adults	2,200	Advisory Council/Task Force; Community Education Events; Nutrition Education Classes; Promotion of Healthy Communities; Training/workshop/ conference	Childhood Obesity Prevention; Cooking Skills; Dietary Quality; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion; Shopping Behaviors	Process
87. Ventura Unified School District	Ventura County	5 Afterschool Programs; 1 Farmers' Market; 9 Gardens; 5 Other Preschools or Daycares (not Head Start); 1 Public Health Department; 10 Schools (K-12)	48% Female; 51% Male; Children and Adults	6,000	Community Education Events; Nutrition Education Classes; Training/workshop/conf erence; Other	Fruit & Vegetables; Healthier Eating, general	Process; Impact
88. Visalia Unified School District	Tulare County	3 Afterschool Programs; 19 Schools (K-12)	49% Female; 50% Male; Children and Adults	10,201	Advisory Council/Task Force; Nutrition Education Classes	Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion	Process; Impact

Proj	ject Name	Delivery Locations		Audie	nce	Methods	Content	Evaluation
Co	est Contra ista Unified hool District	Contra Costa County	3 Afterschool Programs; 2 Gardens; 25 Schools (K-12)	50% Female; 50% Male; Children and Adults	68,612	Advisory Council/Task Force; Community Education Events; Internet/Web Sites; Nutrition Education Classes; Print Media; Promotion of Healthy Communities; Retail Promotion; Training/workshop/ conference	Childhood Obesity Prevention; Cooking Skills; Dietary Quality; Farmers' market promotion; Food Safety; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion; Shopping Behaviors	Formative; Process
He	lo County ealth epartment	Yolo County	2 Afterschool Programs; 2 Head Start; 2 Healthy Start; 2 Housing Projects; 2 Other Preschools or Daycares (not Head Start); 4 Parks, Recreation Centers; 9 Schools (K-12); 2 WIC Sites; 4 Health Fairs; 2 Migrant Camps	90% Female; 10% Male; Children and Adults	4,460	Advisory Council/Task Force; Community Education Events; Internet/Web Sites; Nutrition Education Classes; Promotion of Healthy Communities; Training/workshop/ conference	Childhood Obesity Prevention; Cooking Skills; Dietary Quality; Food Safety; Fruit & Vegetables; Healthier Eating, general; Physical Activity Promotion; Shopping Behaviors	Formative; Process
otal of	Contacts				2,073,958			

3) Network Social Marketing Campaigns Media – Advertising & PR

Network for a Healthy California California Department of Public Health

October 1, 2006 – September 30, 2007

Network Social Marketing Project Name (State-level)	Total Unduplicated Contacts (Estimate Only)	Total Gross Impressions Adults 18+ (Estimate Only)
Advertising - Coverage	8,585,0001	1,494,225,300
PR - Coverage	N/A²	182,350,356
Grand Total of Media Contacts	8,585,000	1,676,575,656 ³

Estimated unduplicated advertising impressions totaling 8,585,000 is based on 85.0% reach of approximately 10.1 million persons living in households below 185% FPL being exposed to a *Network* TV, radio or outdoor message at least one time during the 14 weeks of advertising. This estimated reach takes into account the fact that *Network* messages run in markets representing 99.2% of all California food stamp recipients, but not all individuals will be exposed.

By adding smaller markets to the FY07 plan, coverage of food stamp recipients increased from 96.0% in FY06 TO 99.2% in FY07, thus explaining the increased reach from 80.5% in FY06 to 85.0% in FY07, and corresponding increased impressions from 8,134,500 to 8,585,000 (+5.5%).

²The 182,350,350 impressions from *Network* public relations (PR) activities represent an Adult 18+ demographic. There is no known method to adjust PR for 185 percent FPL or to estimate unduplicated impressions (contacts).

³Network gross media impressions total **1,676,575,656** of which 1,494,225,300 is for paid advertising and 182,350,356 is for Public Relations (PR). For paid advertising, reported gross mass media impressions are based on Adults 18+, which is the standard demographic measurement used to estimate *Network* media impressions. Gross advertising impressions were then factored down to an estimated 821,823,910 to adjust for Adults 18+ at or below 185% FPL, using adjustment factors from proprietary Scarborough Research Data. There is no known way to adjust PR for 185% FPL or to estimate unduplicated impressions. Combined adjusted (adjusted for ≤ 185% FPL) media impressions (contacts) total is **1,004,174,266**. This represents a 54.5% increase over reported FY06 media impressions (650,120,647). Reported FY06 impressions did not include advertising between October '05 and January '06 because it was funded from the FY05 budget. Including those impressions would bring FY06 media impressions into line with FY07 media impressions.

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3a) Network Media (Advertising)–Summary of Impressions

	October 1, 2006-March 31, 2007	April 1, 2007-Sept. 30, 2007	
	Media Impressions/	Media Impressions/	1
	Indirect Contacts	Indirect Contacts	
Activity	(Duplicated Count)	(Duplicated Count) ¹	
AVIITIS	(Bupilouted Goulity	(Bupilouted Count)	
Television			
Front Lines Doctor, Teacher: multi-cultural English language, Adults 18+ impressions.			
Bakersfield, Chico, Eureka, Fresno, Los Angeles, Palm Springs, Sacramento, San Francisco	33,363,000	0	
Frente a Frente Doctor, Maestro: Spanish language Adults 18+ impressions.			
Bakersfield, Fresno, Los Angeles, Monterey, Palm Springs, Sacramento, San Diego	14,432,000	0	
Champions for Change Ownership: My Kitchen, Our Community			
Multi-cultural English language Adults 18+ impressions. Bakersfield, Chico, Eureka, Fresno, Los Angeles, Santa Barbara	0	229,991,000	
Campeones de Cambio Ownership: Mi Cocina, Nuestra Communidad			
Spanish language Adults 18+ impressions. Bakersfield, Fresno,	0	73,603,200	
Los Angeles, Monterey, Palm Springs, San Diego.			
TV Sub-Total	47,795,000	303,594,200	351,389,200
Radio			
Pediatra, Maestra, Spanish-language Adults 18+ impressions.			
Bakersfield, Fresno, Los Angeles, Monterey, Palm Springs, Sacramento, San Diego, San Francisco.	6,514,000	0	
Campeones del Cambio Ownership:Me he de comer esa tuna;			
Paralas Mamás. Spanish-lanuage Adults 18+ impressions.	0	63,801,300	
Bakersfield, Fresno, Los Angeles, Monterey, Palm Springs, San Diego.			
Radio Sub-Total	6,514,000	63,801,300	70,315,300
Out of Home Advertising			
Doctor (English), multi-cultural target. 8-sheet and 30-sheet			
outdoor boards. Catering trucks. Adult 18+ impressions.	2,667,000	0	
Bakersfield, Fresno, Los Angeles, Palm Springs, Sacramento, San Diego, San Francisco			
Doctor ((Spanish). 8-sheet posters, 30-sheet posters,			
catering trucks. Adults 18+ impressions. Bakersfield, Fresno,	4,932,800	0	
Los Angeles, Palm Springs, San Diego, San Francisco, Palm Springs, San Diego, San Francisco.			
Champions for Change Ownership: My Kitchen, My Television,			
Our Community (English). 30-sheet posters, 8-sheet posters,	0	727,948,000	
catering trucks. Adults 18+ impressions. Bakersfield, Fresno,			
Fresno, Los Angeles, Sacramento, San Francisco.			
Campeones de Cambio Ownership: Mi Cocina, Nuestra Communidad,			
Mi Televisión (Spanish). 30-sheet posters, 8-sheet posters,	0	336,973,000	
catering trucks. Adults 18+ impressions. Bakersfield, Fresno,			
Los Angeles, Palm Springs, San Diego, San Francisco.			
Out of Home Sub-Total	7,599,800	1,064,921,000	1,072,520,800
TOTALS	61,908,800	1,432,316,500	1,494,225,300

H2 impressions are estimates based on 6.15.07 flowchart. Actual H2 impressions will be available May, 2008.

Reach of Network Advertising Activities - Advertising includes paid placement of Network messaging within mass media vehicles such as TV, radio, and out-of-home including billboards, catering trucks and transit video.

3b) Network Media (PR)-Summary of Impressions

Reach of Network Public Relations Activities

Public Relations is defined as activities a program conducts to generate awareness of public health issues related to the services offered by the program. Engagement typically takes the form of press releases that may include the release of new research; media tours; and interviews.

Activity	October 1, 2006 - March 31, 2007	April 1, 2007- September 30, 2007	Total Media Impressions October 1, 2006 - September 30, 2007
Print PR Coverage			
General Coverage	3,712,932	8,916,024	
Latino	<u>0</u>	<u>634,240</u>	19,315,276
Sub-Total Print	9,765,012	9,550,264	
		k	
TV PR Coverage			
General Coverage	992,980	13,638,906	
Latino	<u>0</u>	<u>15,117,309</u>	29,749,195
Sub-Total TV	992,980	28,756,215	
Radio PR Coverage			
General Coverage	53,900	0	
Latino	14,674,058	9,763,510	24,491,468
Sub-Total Radio	14,727,958	9,763,510	
Online PR Coverage			
General Coverage	492,611	107,172,813	
Latino	0	1,128,993	108,794,417
Sub-Total Online	492,611	108,301,806	
	_		_
TOTAL	25,978,561	156,371,795	182,350,356

^{*} Please note, impressions reflect only California coverage.

4a) Fruit, Vegetable, and Physical Activity Campaigns Summary

Network for a Healthy California California Department of Public Health

October 1, 2006 – September 30, 2007

(FSNE Eligible ≤ 185% FPL)

Regional Networks for a Healthy California; Fruit, Vegetable and Physical Activity Campaigns – Project Names	Total Unduplicated Contacts (Estimate Only)	Total Impressions (Estimate Only)
African American Campaign	278,028	834,085
Latino Campaign	534,735	1,604,205
Children's Power Play! Campaign	231,300	1,616,875
Retail Program	126,991	10,749,200
Worksite Program	55,000	2,775,000
Grand Total of Contacts	1,226,054	17,579,365

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Bay Area Summary

State Nutrition Education Report Summary

Title	Loca	tion	Audie	ence	Methods	Content	Evaluation
	Geographic Area		n of	Total	Primary Activities		Type*
Name of Campaign	(Statewide or counties reached)	Campaign (months)	Targeted Audience	Impressions (estimated)	(campaign materials design, radio PSAs, bus wraps, point of sale advertising, etc.)		and Status
1. African American	Bay Area	12 months	FSNE eligible African American adults, aged 18- 54 years, and their families	63,777	ACS Body and Soul faith- based education; nutrition education at festivals; supermarket and neighborhood grocery store promotions; media and public relations; direct health service providers, community agencies; and low-income housing units.	amount of fruits and vegetables and enjoy physical activity	Process
2. Latino	Bay Area	12 months	FSNE eligible Latino adults, aged 18-54 years, and their families	137,590	farmers'/flea markets, Latino festivals, direct health service provider organizations and	Eat the recommended amount of fruits and vegetables and enjoy physical activity every day	Process

Title	Loca	tion	Audie		Methods	Content	Evaluation
3. Children's Power Play!	Bay Area	12 months	9- to 11-year- old children from FSNE eligible families/ communities	61,992	School and youth organization activities; retail promotions; media and public relations; events	Eat the recommended amount of fruits and vegetables and get at least 60 minutes of physical activity every day	Process
4. Retail	Bay Area	12 months	FSNE eligible Adult women with school- aged children	859,936	Point-of-purchase materials (posters; recipe cards; in-store audio), food demonstrations, store tours, and retail-sponsored community events to support merchandising efforts.	Eat the recommended amount of fruits and vegetables and enjoy physical activity every day	Process

Title	Loca	tion	Audie	nce	Methods	Content	Evaluation
5. Worksite	Bay Area	12 months	FSNE Eligible	25,000	Engagement of FSNE	Eat the	Process
			Adults Ages 18		eligible worksites;	recommended	
			- 54		implementation of CA Fit	amount of fruits	
					Business Program Tool	and vegetables	
					Kit (including Take Action!	and enjoy	
					Employee Wellness Fruit	physical activity	
					and Vegetable and	every day	
					Physical Activity based		
					Program); and evaluation		
					of pre-post worksite		
					changes, employee		
					wellness program, 2		
					employee qualitative		
					survey and		
					productivity/absenteeism		
					metrics		

^{*}For evaluation type, indicate Formative, Process, Impact, Outcome or None.

Central Coast Summary

4b) Fruit, Vegetable, and Physical Activity Campaigns - Contacts								
Title	Loca	tion	Audi	ence	Methods	Content	Evaluation	
Name of Campaign	Geographic Area (Statewide or counties reached)	Length of Campaign (months)	Targeted Audience	Total Impressions (estimated)	Primary Activities (campaign materials design, radio PSAs, bus wraps, point of sale advertising, etc.)	Key Message(s)	Type* and Status	
1. African American	Central Coast	N/A	N/A	N/A	N/A	N/A	N/A	
2. Latino	Central Coast	12 months	FSNE eligible Latino adults, aged 18-54 years, and their families	58,619	Nutrition education at farmers'/flea markets, Latino festivals, direct health service provider organizations and community agencies; supermarket and neighborhood grocery store promotions, media and public relations	Eat the recommended amount of fruits and vegetables and enjoy physical activity every day	Process	

Title	Locat	tion	Audie	ence	Methods	Content	Evaluation
3. Children's Power Play!	Central Coast	12 months	9- to 11-year- old children from FSNE eligible families/ communities	44,841	School and youth organization activities; retail promotions; media and public relations; events	Eat the recommended amount of fruits and vegetables and get at least 60 minutes of physical activity every day	Process
4. Retail	Central Coast	12 months	FSNE eligible Adult women with school- aged children	752,444	Point-of-purchase materials (posters; recipe cards; in-store audio), food demonstrations, store tours, and retail-sponsored community events to support merchandising efforts.	Eat the recommended amount of fruits and vegetables and enjoy physical activity every day	Process
5. Worksite	Central Coast	12 months	FSNE Eligible Adults Ages 18 - 54	25,000	Engagement of FSNE eligible worksites; implementation of CA Fit Business Program Tool Kit (including Take Action! Employee Wellness Fruit and Vegetable and Physical Activity based Program); and evaluation of prepost worksite changes, employee wellness program, 2 employee qualitative survey and productivity/absenteeism metrics	Eat the recommended amount of fruits and vegetables and enjoy physical activity every day	Process

^{*}For evaluation type, indicate Formative, Process, Impact, Outcome or None.

Central Valley Summary

State Nutrition Education Report Summary

4b) Fruit, Vegetable, a	4b) Fruit, Vegetable, and Physical Activity Campaigns - Contacts							
Title	Locat	tion	Audie	ence	Methods	Content	Evaluation	
Name of Campaign	Geographic Area (Statewide or counties reached)	Length of Campaign (months)	Targeted Audience	Total Impressions (estimated)	Primary Activities (campaign materials design, radio PSAs, bus wraps, point of sale advertising, etc.)	Key Message(s)	Type* and Status	
1. African American	Central Valley	12 months	FSNE eligible African American adults, aged 18- 54 years, and their families	19,150	ACS Body and Soul faith- based education; nutrition education at festivals; supermarket and neighborhood grocery store promotions; media and public relations; direct health service providers, community agencies; and low-income housing units.	recommended amount of fruits and vegetables and enjoy physical activity	Process	
2. Latino	Central Valley	12 months	FSNE eligible Latino adults, aged 18-54 years, and their families	240,676	Nutrition education at farmers'/flea markets, Latino festivals, direct health service provider organizations and community agencies; supermarket and neighborhood grocery store promotions, media and public relations.	Eat the recommended amount of fruits and vegetables and enjoy physical activity every day	Process	

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Title	Locat		Audie	nce	Methods	Content	Evaluation
3. Children's Power Play!	Central Valley	12 months	9- to 11-year- old children from FSNE eligible families/ communities	95,334	School and youth organization activities; retail promotions; media and public relations; events.	Eat the recommended amount of fruits and vegetables and get at least 60 minutes of physical activity every day	Process
4. Retail	Central Valley	12 months	FSNE eligible Adult women with school- aged children	1,612,380	Point-of-purchase materials (posters; recipe cards; in-store audio), food demonstrations, store tours, and retail-sponsored community events to support merchandising efforts.	Eat the recommended amount of fruits and vegetables and enjoy physical activity every day	Process
5. Worksite	Central Valley	12 months	FSNE Eligible Adults Ages 18 - 54	25,000	Engagement of FSNE eligible worksites; implementation of CA Fit Business Program Tool Kit (including Take Action! Employee Wellness Fruit and Vegetable and Physical Activity based Program); and evaluation of pre-post worksite changes, employee wellness program, 2 employee qualitative survey and productivity/absenteeism metrics.	Eat the recommended amount of fruits and vegetables and enjoy physical activity every day	Process

^{*}For evaluation type, indicate Formative, Process, Impact, Outcome or None.

Desert Sierra Summary

State Nutrition Education Report Summary

4b) Fruit, Vegetable, and	4b) Fruit, Vegetable, and Physical Activity Campaigns - Contacts							
Title	Locat	tion	Audie	ence	Methods	Content	Evaluation	
Name of Campaign	Geographic Area (Statewide or counties reached)	Length of Campaign (months)	Targeted Audience	Total Impressions (estimated)	Primary Activities (campaign materials design, radio PSAs, bus wraps, point of sale advertising, etc.)	Key Message(s)	Type* and Status	
1. African American	Desert Sierra	12 months	FSNE eligible African American adults, aged 18- 54 years, and their families	98,970	ACS Body and Soul faith- based education; nutrition education at festivals; supermarket and neighborhood grocery store promotions; media and public relations; direct health service providers, community agencies; and low-income housing units.	recommended amount of fruits and vegetables and enjoy physical activity	Process	
2. Latino	Desert Sierra	12 months	FSNE eligible Latino adults, aged 18-54 years, and their families	225,236	Nutrition education at farmers'/flea markets, Latino festivals, direct health service provider organizations and community agencies; supermarket and neighborhood grocery store promotions, media and public relations	Eat the recommended amount of fruits and vegetables and enjoy physical activity every day	Process	

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Title	Loca		Audie		Methods	Content	Evaluation
3. Children's Power Play!	Desert Sierra	12 months	9- to 11-year- old children from FSNE eligible families/ communities	130,749	School and youth organization activities; retail promotions; media and public relations; events	Eat the recommended amount of fruits and vegetables and get at least 60 minutes of physical activity every day	Process
4. Retail	Desert Sierra	12 months	FSNE eligible Adult women with school- aged children	1,074,920	cards; in-store audio), food demonstrations, store tours, and retail-	Eat the recommended amount of fruits and vegetables and enjoy physical activity every day	Process
5. Worksite	Desert Sierra	12 months	FSNE Eligible Adults Ages 18 - 54	25,000	Business Program Tool Kit (including Take Action!	Eat the recommended amount of fruits and vegetables and enjoy physical activity every day	Process

^{*}For evaluation type, indicate Formative, Process, Impact, Outcome or None.

Gold Coast Summary

4b) Fruit, Vegetable, and Physical Activity Campaigns - Contacts										
Title	Locat	tion	Audi	ence	Methods	Content	Evaluation			
Name of Campaign	Geographic Area (Statewide or counties reached)	Length of Campaign (months)	Targeted Audience	Total Impressions (estimated)	Primary Activities (campaign materials design, radio PSAs, bus wraps, point of sale advertising, etc.)	Key Message(s)	Type* and Status			
1. African American	Gold Coast	N/A	N/A	N/A	N/A	N/A	N/A			
2. Latino	Gold Coast	12 months	FSNE eligible Latino adults, aged 18-54 years, and their families	82,885	Nutrition education at farmers'/flea markets, Latino festivals, direct health service provider organizations and community agencies; supermarket and neighborhood grocery store promotions, media and public relations	Eat the recommended amount of fruits and vegetables and enjoy physical activity every day	Process			
3. Children's Power Play!	Gold Coast	12 months	9- to 11-year- old children from FSNE eligible families/ communities	341,147	School and youth organization activities; retail promotions; media and public relations; events	Eat the recommended amount of fruits and vegetables and get at least 60 minutes of physical activity every day	Process			

Title	Locat	tion	Audie		Methods	Content	Evaluation
4. Retail	Gold Coast	12 months	FSNE eligible Adult women with school- aged children	859,936	Point-of-purchase materials (posters; recipe cards; in-store audio), food demonstrations, store tours, and retailsponsored community events to support merchandising efforts.	Eat the recommended amount of fruits and vegetables and enjoy physical activity every day	Process
5. Worksite	Gold Coast	12 months	FSNE Eligible Adults Ages 18 - 54	25,000	Engagement of FSNE eligible worksites; implementation of CA Fit Business Program Tool Kit (including Take Action! Employee Wellness Fruit and Vegetable and Physical Activity based Program); and evaluation of prepost worksite changes, employee wellness program, 2 employee qualitative survey and productivity/absenteeism metrics	Eat the recommended amount of fruits and vegetables and enjoy physical activity every day	Process

^{*}For evaluation type, indicate Formative, Process, Impact, Outcome or None.

Gold Country Summary

4b) Fruit, Vegetable, and Physical Activity Campaigns - Contacts										
Title	Loca	tion	Audie	ence	Methods	Content	Evaluation			
Name of Campaign	Geographic Area (Statewide or counties reached)	Length of Campaign (months)	Targeted Audience	Total Impressions (estimated)	Primary Activities (campaign materials design, radio PSAs, bus wraps, point of sale advertising, etc.)	Key Message(s)	Type* and Status			
1. African American	Gold Country	12 months	FSNE eligible African American adults, aged 18- 54 years, and their families	121,920	ACS Body and Soul faith- based education; nutrition education at festivals;	Eat the recommended amount of fruits and vegetables and enjoy physical activity every day	Process			
2. Latino	Gold Country	12 months	FSNE eligible Latino adults, aged 18-54 years, and their families	127,976	Nutrition education at farmers'/flea markets, Latino festivals, direct health service provider organizations and community agencies; supermarket and neighborhood grocery store promotions, media and public relations	Eat the recommended amount of fruits and vegetables and enjoy physical activity every day	Process			

Title	Loca	tion	Audie		Methods	Content	Evaluation
3. Children's Power Play!	Gold Country	12 months	9- to 11-year- old children from FSNE eligible families/ communities	174,199	School and youth organization activities; retail promotions; media and public relations; events	Eat the recommended amount of fruits and vegetables and get at least 60 minutes of physical activity every day	Process
4. Retail	Gold Country	12 months	FSNE eligible Adult women with school- aged children	644,952	Point-of-purchase materials (posters; recipe cards; in-store audio), food demonstrations, store tours, and retail-sponsored community events to support merchandising efforts.	and vegetables	Process
5. Worksite	Gold Country	12 months	FSNE Eligible Adults Ages 18 - 54	25,000	Engagement of FSNE eligible worksites; implementation of CA Fit Business Program Tool Kit (including Take Action! Employee Wellness Fruit and Vegetable and Physical Activity based Program); and evaluation of pre-post worksite changes, employee wellness program, 2 employee qualitative survey and productivity/absenteeism metrics	Eat the recommended amount of fruits and vegetables and enjoy physical activity every day	Process

^{*}For evaluation type, indicate Formative, Process, Impact, Outcome or None.

Los Angeles Summary

4b) Fruit, Vegetable, and Physical Activity Campaigns - Contacts										
Title	Loca	tion	Audie	ence	Methods	Content	Evaluation			
Name of Campaign	Geographic Area (Statewide or counties reached)	Length of Campaign (months)	Targeted Audience	Total Impressions (estimated)	Primary Activities (campaign materials design, radio PSAs, bus wraps, point of sale advertising, etc.)	Key Message(s)	Type* and Status			
1. African American	Los Angeles	12 months	FSNE eligible African American adults, aged 18- 54 years, and their families	459,092	ACS Body and Soul faith- based education; nutrition education at festivals; supermarket and neighborhood grocery store promotions; media and public relations; direct health service providers, community agencies; and low-income housing units.	Eat the recommended amount of fruits and vegetables and enjoy physical activity every day	Process			
2. Latino	Los Angeles	12 months	FSNE eligible Latino adults, aged 18-54 years, and their families	375,000	Nutrition education at farmers'/flea markets, Latino festivals, direct health service provider organizations and community agencies; supermarket and neighborhood grocery store promotions, media and public relations	Eat the recommended amount of fruits and vegetables and enjoy physical activity every day	Process			

Title	Location		Audie	ence	Methods	Content	Evaluation
3. Children's Power Play!	Los Angeles	12 months	9- to 11-year- old children from FSNE eligible families/ communities	170,841	public relations; events	Eat the recommended amount of fruits and vegetables and get at least 60 minutes of physical activity every day	
4. Retail	Los Angeles	12 months	FSNE eligible Adult women with school- aged children	1,934,856	demonstrations, store tours, and retail-sponsored community events to	Eat the recommended amount of fruits and vegetables and enjoy physical activity every day	

Title	Locat	tion	Audie	nce	Methods	Content	Evaluation
5. Worksite	Los Angeles	12 months	FSNE Eligible Adults Ages 18 - 54	25,000	Engagement of FSNE eligible worksites; implementation of CA Fit Business Program Tool Kit (including Take Action! Employee Wellness Fruit and Vegetable and Physical Activity based Program); and evaluation of pre-post worksite changes, employee wellness program, 2 employee qualitative survey and productivity/absenteeism metrics	and enjoy physical activity	Process

^{*}For evaluation type, indicate Formative, Process, Impact, Outcome or None.

North Coast Summary

4b) Fruit, Vegetable, and Physical Activity Campaigns - Contacts										
Title	Locat	tion	Audi	ence	Methods	Content	Evaluation			
Name of Campaign	Geographic Area (Statewide or	Length of Campaign	Targeted Audience	Total Impressions	Primary Activities (campaign materials design, radio PSAs,	Key Message(s)	Type*			
	counties reached)	(months)		(estimated)	bus wraps, point of sale advertising, etc.)	3 ()	and Status			
1. African American	North Coast	N/A	N/A	N/A	N/A	N/A	N/A			
2. Latino	North Coast	N/A	N/A	N/A	N/A	N/A	N/A			
3. Children's Power Play!	North Coast	12 months	9- to 11-year- old children from FSNE eligible families/ communities	382,899	School and youth organization activities; retail promotions; media and public relations; events	Eat the recommended amount of fruits and vegetables and get at least 60 minutes of physical activity every day	Process			

Title	Locat	tion	Audie	ence	Methods	Content	Evaluation
4. Retail	North Coast	12 months	FSNE eligible Adult women with school- aged children	429,968	Point-of-purchase materials (posters; recipe cards; in-store audio), food demonstrations, store tours, and retail-sponsored community events to support merchandising efforts.	Eat the	Process
5. Worksite	North Coast	12 months	FSNE Eligible Adults Ages 18 - 54	25,000	Engagement of FSNE eligible worksites; implementation of CA Fit Business Program Tool Kit (including Take Action! Employee Wellness Fruit and Vegetable and Physical Activity based Program); and evaluation of prepost worksite changes, employee wellness program, 2 employee qualitative survey and productivity/absenteeism metrics	Eat the recommended amount of fruits and vegetables and enjoy physical activity every day	Process

^{*}For evaluation type, indicate Formative, Process, Impact, Outcome or None.

Orange County Summary

Title	Loca	tion	Audi	ence	Methods	Content	Evaluation
Name of Campaign	Geographic Area (Statewide or counties reached)	Length of Campaign (months)	Targeted Audience	Total Impressions (estimated)	Primary Activities (campaign materials design, radio PSAs, bus wraps, point of sale advertising, etc.)	Key Message(s)	Type* and Status
1. African American	Orange County	N/A	N/A	N/A	N/A	N/A	N/A
2. Latino	Orange County	12 months	FSNE eligible Latino adults, aged 18-54 years, and their families	180,735	Nutrition education at farmers'/flea markets, Latino festivals, direct health service provider organizations and community agencies; supermarket and neighborhood grocery store promotions, media and public relations	Eat the recommended amount of fruits and vegetables and enjoy physical activity every day	Process
3. Children's Power Play!	Orange County	12 months	9- to 11-year- old children from FSNE eligible families/ communities	87,478	School and youth organization activities; retail promotions; media and public relations; events	Eat the recommended amount of fruits and vegetables and get at least 60 minutes of physical activity every day	Process

Title	Loca	tion	Audie	ence	Methods	Content	Evaluation
4. Retail	Orange County	12 months	FSNE eligible Adult women with school- aged children	967,428	Point-of-purchase materials (posters; recipe cards; in-store audio), food demonstrations, store tours, and retail-sponsored community events to support merchandising efforts.	Eat the recommended amount of fruits and vegetables and enjoy physical activity every day	Process
5. Worksite	Orange County	12 months	FSNE Eligible Adults Ages 18 - 54	25,000	Engagement of FSNE eligible worksites; implementation of CA Fit Business Program Tool Kit (including Take Action! Employee Wellness Fruit and Vegetable and Physical Activity based Program); and evaluation of prepost worksite changes, employee wellness program, 2 employee qualitative survey and productivity/absenteeism metrics	and vegetables and enjoy physical activity every day	Process

^{*}For evaluation type, indicate Formative, Process, Impact, Outcome or None.

San Diego Summary

State Nutrition Education Report Summary

4b) Fruit, Vegetable, a	nd Physical A	Activity Ca	ampaigns - C	Contacts			
Title	Locat	tion	Audie	ence	Methods	Content	Evaluation
Name of Campaign	Geographic Area (Statewide or counties reached)	Length of Campaign (months)	Targeted Audience	Total Impressions (estimated)	Primary Activities (campaign materials design, radio PSAs, bus wraps, point of sale advertising, etc.)	Key Message(s)	Type* and Status
1. African American	San Diego- Imperial	12 months	FSNE eligible African American adults, aged 18- 54 years, and their families	71,176	ACS Body and Soul faith- based education; nutrition education at festivals; supermarket and neighborhood grocery store promotions; media and public relations; direct health service providers, community agencies; and low-income housing units.	Eat the recommended amount of fruits and vegetables and enjoy physical activity every day	Process
2. Latino	San Diego- Imperial	12 months	FSNE eligible Latino adults, aged 18-54 years, and their families	175,488	Nutrition education at farmers'/flea markets, Latino festivals, direct health service provider organizations and community agencies; supermarket and neighborhood grocery store promotions, media and public relations	Eat the recommended amount of fruits and vegetables and enjoy physical activity every day	Process

Title	Loca		Audie		Methods	Content	Evaluation
3. Children's Power Play!	San Diego- Imperial	12 months	9- to 11-year- old children from FSNE eligible families/ communities	73,837	School and youth organization activities; retail promotions; media and public relations; events	Eat the recommended amount of fruits and vegetables and get at least 60 minutes of physical activity every day	Process
4. Retail	San Diego- Imperial	12 months	FSNE eligible Adult women with school- aged children	1,397,396	Point-of-purchase materials (posters; recipe cards; in-store audio), food demonstrations, store tours, and retail-sponsored community events to support merchandising efforts.	Eat the recommended amount of fruits and vegetables and enjoy physical activity every day	Process
5. Worksite	San Diego- Imperial	12 months	FSNE Eligible Adults Ages 18 - 54	25,000	Engagement of FSNE eligible worksites; implementation of CA Fit Business Program Tool Kit (including Take Action! Employee Wellness Fruit and Vegetable and Physical Activity based Program); and evaluation of prepost worksite changes, employee wellness program, 2 employee qualitative survey and productivity/absenteeism metrics	Eat the recommended amount of fruits and vegetables and enjoy physical activity every day	Process

^{*}For evaluation type, indicate Formative, Process, Impact, Outcome or None.

Sierra Cascade Summary

State Nutrition Education Report Summary

4b) Fruit, Vegetable, a	4b) Fruit, Vegetable, and Physical Activity Campaigns - Contacts										
Title	Locat	tion	Audi	ence	Methods	Content	Evaluation				
Name of Campaign	Geographic Area (Statewide or counties reached)	Length of Campaign (months)	Targeted Audience	Total Impressions (estimated)	Primary Activities (campaign materials design, radio PSAs, bus wraps, point of sale advertising, etc.)	Key Message(s)	Type* and Status				
1. African American	Sierra Cascade	N/A	N/A	N/A	N/A	N/A	N/A				
2. Latino	Sierra Cascade	N/A	N/A	N/A	N/A	N/A	N/A				
3. Children's Power Play!	Sierra Cascade	12 months	9- to 11-year- old children from FSNE eligible families/ communities	53,558	School and youth organization activities; retail promotions; media and public relations; events	Eat the recommended amount of fruits and vegetables and get at least 60 minutes of physical activity every day	Process				

Title	Locat	tion	Audie	ence	Methods	Content	Evaluation
4. Retail	Sierra Cascade	12 months	FSNE eligible Adult women with school- aged children	214,984	Point-of-purchase materials (posters; recipe cards; in-store audio), food demonstrations, store tours, and retail-sponsored community events to support merchandising efforts.	Eat the recommended amount of fruits and vegetables and enjoy physical activity every day	Process
5. Worksite	Sierra Cascade	12 months	FSNE Eligible Adults Ages 18 - 54	25,000	Engagement of FSNE eligible worksites; implementation of CA Fit Business Program Tool Kit (including Take Action! Employee Wellness Fruit and Vegetable and Physical Activity based Program); and evaluation of prepost worksite changes, employee wellness program, 2 employee qualitative survey and productivity/absenteeism metrics	and vegetables and enjoy physical activity every day	Process

^{*}For evaluation type, indicate Formative, Process, Impact, Outcome or None.

3a) Fruit, Vegetable, and Physical Activity Campaigns Contacts Summary

Network Nutrition Education Report Summary

4b) Fruit, V	4b) Fruit, Vegetable, and Physical Activity Campaigns - Contacts											
Title	Loca	ation		Audience		Methods	Content	Evaluation				
Name of Campaign	Geographic Area (Statewide or counties reached)	Length of Campaign (months)	Targeted Audience	Total Unduplicated Contacts (estimated)	Total Impressions (estimated)	Primary Activities (campaign materials design, radio PSAs, bus wraps, point of sale advertising, etc.)	Key Message(s)	Type* and Status				
1. African American	Bay Area, Central Valley, Desert Sierra, Gold Country, Los Angeles, and San Diego Regions	12 months	FSNE eligible African American adults, aged 18- 54 years, and their families	278,028	834,085	Faith-based education; nutrition education at festivals; supermarket and neighborhood grocery store promotions; media and public relations; direct health service providers, community agencies; and lowincome housing units.	Eat the recommended amount of fruits and vegetables and enjoy physical activity every day	Process				
2. Latino	Bay Area, Central Coast, Central Valley, Desert Sierra, Gold Coast, Gold Country, Los Angeles, Orange County, and San Diego Regions	12 months	FSNE eligible Latino adults, aged 18-54 years, and their families	534,735	1,604,205	Nutrition education at farmers'/flea markets, Latino festivals, direct health service provider organizations and community agencies; supermarket and neighborhood grocery store promotions, media and public relations	Eat the recommended amount of fruits and vegetables and enjoy physical activity every day	Process				

Title	Loca	ation		Audience		Methods	Content	Evaluation
3. Children's Power Play!	All of California	12 months	9- to 11-year-old children from FSNE eligible families/ communities	231,300	1,616,875	School and youth organization activities; retail promotions; media and public relations; events	Eat the recommended amount of fruits and vegetables and get at least 60 minutes of physical activity every day	Process
4. Retail	All of California	12 months	FSNE eligible Adult women with school- aged children	126,991	10,749,200	Point-of-purchase materials (posters; recipe cards; in-store audio), food demonstrations, store tours, and retailsponsored community events to support merchandising efforts.	Eat the recommended amount of fruits and vegetables and enjoy physical activity every day	Process

Title	Loca	ation		Audience		Methods	Content	Evaluation
5. Worksite	All of California	12 months	FSNE Eligible Adults Ages 18 - 54	55,000		Fit Business Program Tool Kit (including Take Action! Employee	physical activity every day	Process
5. Total for All Campaigns	All of California			1,226,054	17,579,365			

^{*}For evaluation type, indicate Formative, Process, Impact, Outcome or None.

Estimated data for African American and Latino is based on minimum contractual requirements. Estimated data for Retail is based on both contractual requirements and past data.

Estimated data for Children's Power Play! is based on actual FFY 2006 data.

Estimated data for Worksite is based on minimum contractual requirements, estimated reach per person (5) and state level PR Outreach for CA Fit Business Awards in conjunction with CA Taskforce on Youth and Workplace Wellness.

Appendix A. Template 1. Section A: State Nutrition Education Final Report Summary

Section A. Final Report Summary for Projects and Social Marketing-provide the following data for each project and social marketing campaign that took place during the previous year. See page 6 -8 for instructions.

UC-FSNEP (Updated 12/18/08)

	tate Summary of	Projects. utrition education i	ntervention a	at the local leve).	,	FY07	
Project Name		Locations		Audience		Conte	nt	Evaluation
	Geographic Area (Statewide or counties reached)	Delivery Sites (type and number)	Targeted Audience	Total No. of Participants (estimated, unduplicated count)	Frequency, Duration and Type of Educational Methods	Key Messages	Key Measures	Type and Status
(Example) FSNE Parent Project	County A, County B	15 Schools	Mothers of elementary school children	300	6 30-minute group classes, 6 mailed newsletters	Be a role model: eat breakfast with kids.	# of attendees in each class	Process- completed 9/30/2
1. Adult FSNEP and FISH	Alameda	19 Community agencies, WIC centers, other sites on target plan	Food stamp eligible persons	176	Enrolled (7 lessons of 1 hour)	Dietary Guidelines for Americans	Food Behavior Checklist (FBC): pre/post changes (Note 1)	Outcome Evaluation (9/30/07)
	Alameda	4 Homeless shelters	Food stamp eligible persons	9	Mini-workshop (3 hours, 1 lesson)	Dietary Guidelines for Americans	Number attendees and pre/post knowledge test (Note 2)	Outcome Evaluation (9/30/07)
	Alameda	2 Food stamp recruitment sites (Community agencies and federal programs)	Food stamp eligible persons	100	Contacts- handouts and demonstrations	Brochures on FSNEP classes and Dietary Guidelines for Americans	Number of people contacted	None
	Amador/Calavera s	5 Community agencies that serve food stamp clients (WIC, Food Stamp Office, Cal	Food stamp eligible persons	429	Enrolled (6 lessons, 1 hour)	Dietary Guidelines for Americans	FBC: pre/post changes	Outcome Evaluation (9/30/07)

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	Works, Head Start, Homeless shelters)						
Contra Costa	6 Federal Program sites (Food Stamp Office, TANF federal program, WIC, Head Start, Child Nutrition)		443	Enrolled (6 lessons, 1 hour)	Dietary Guidelines for Americans	FBC: pre/post changes	Outcome Evaluation (9/30/07)
Fresno	7 Schools that serve eligible youth, Food stamp Offices, WIC, Head Start other federal programs	Food stamp eligible parents	292	Enrolled (7-10 lessons of 1 hour)	Dietary Guidelines for Americans	FBC: pre/post changes	Outcome Evaluation (9/30/07)
Imperial	4 Sites (Community location WIC, Food Stamp Office)	Food stamp eligible persons	125	Enrolled (6 lessons of 1 hour)	Dietary Guidelines for Americans	FBC: pre/post changes	Outcome Evaluation (9/30/07)
Imperial	2 Sites (Homeless shelters)	Food stamp eligible persons	56	Enrolled (1 mini workshop)	Dietary Guidelines for Americans	FBC: pre/post changes	Outcome Evaluation (9/30/07)
Los Angeles	16 Community sites (WIC, Food Stamp Office, Head Start, Healthy Start, Homeless shelters, Public Housing Centers)	Food stamp eligible persons	236	Mini-workshops Enhanced Eating Right Basic (3 hour program)	Dietary Guidelines for Americans	Pre/post tests on Knowledge	Outcome Evaluation (9/30/07)
Los Angeles	As above	Food stamp eligible persons	250	Contacts	Brochure on FSNEP classes and Dietary Guidelines for Americans Information	Number people contacted	None

Los Angeles	Food Stamp Office sends newsletter to food stamp eligible person	Food stamp (Enrolled)	3000	Newsletter	Dietary Guidelines for Americans	Number newsletters distributed	None
Monterey/Santa Cruz	13 Eligible school sites for youth	Food stamp eligible parents of youth	34	Enrolled (6 lessons of 1 hour)	Dietary Guidelines for Americans	FBC: pre/post changes	Outcome Evaluation (9/30/07)
Riverside	6 Community agencies (WIC, Healthy Start, Head Start, Food Stamp Office, Homeless shelter, and Transitional Housing Center	Food eligible persons	316	Enrolled (7-10 lessons of 1 hour)	Dietary Guidelines for Americans	FBC: pre/post changes	Outcome Evaluation (9/30/07)
Riverside	As above	Food stamp eligible persons	114	Contacts	Brochure on FSNEP classes and Dietary Guidelines for Americans Information	Number people contacted	None
Riverside	Food Stamp Office (1)	Food stamp eligible persons	3000	Newsletter	Dietary Guidelines for Americans	Number newsletters distributed	None
Sacramento	3 Community sites (Food banks, homeless shelters and Food Stamp Office)	Food stamp eligible persons	150	Enrolled (6 lessons of 1 hour)	Dietary Guidelines for Americans	FBC: pre/post changes	Outcome Evaluation (9/30/07)
San Diego	5 Community sites and federal programs (Food Stamp Office, homeless shelters, food banks, WIC, Head Start)	Food stamp eligible persons	993	Enrolled (7-10 lessons of 1 hour)	Dietary Guidelines for Americans	FBC: pre/post changes	Outcome Evaluation (9/30/07)

San Joaquin	7 Community and federal program sites (WIC, Head Start, Job Club, Migrant Education, homeless shelters, Food Stamp Office, food pantries	Food stamp eligible persons	780	Enrolled (6 lessons of 1 hour)	Dietary Guidelines with additional Fish benefits and information of safe consumption	FBC: pre/post changes	Outcome Evaluation (9/30/07)
San Joaquin	Fish sites (see above)	Food stamp eligible persons	196	Enrolled in Fish program (6 lessons of 1 hour)	Dietary Guidelines for Americans	FBC for Fish: pre/post tests (Note 3)	Outcome Evaluation (9/30/07)
San Francisco/San Mateo	4 Federal program sites (WIC, Head Start, eligible school sites, Food Stamp Office)	Food stamp eligible persons and parents	69	Enrolled (6 lessons of 1 hour)	Dietary Guidelines for Americans	FBC: pre/post changes	Outcome Evaluation (9/30/07)
San Francisco/San Mateo	Mailed to enrolled families throughout county	Food stamp eligible persons	120	Mailed weekly lessons (10 lessons) and one face-to-face lesson	Dietary Guidelines for Americans	FBC: pre/post changes (Telephone interview)	Outcome Evaluation (9/30/07)
Santa Barbara	25 Community sites (WIC, Food Stamp Office, Head Start)	Food stamp eligible persons	68	Enrolled (6 lessons for 1 hour)	Brochure on FSNEP classes and Dietary Guidelines for Americans Information	FBC: pre/post change	Outcome Evaluation (9/30/07)
Santa Barbara	25 Community sites (above)	Food stamp eligible persons	200	Contacts	Dietary Guidelines for Americans	Number of people contacted	None
Santa Barbara	Food Stamp Office (1)	Food stamp eligible persons	270	Newsletters	Dietary Guidelines for Americans	Number of newsletters distributed	None
Santa Clara	18 Community sites (WIC, Food Stamp Office, TANF, Head Start)		209	Enrolled (7-10 lessons of 1 hour)	Dietary Guidelines for Americans	FBC: pre/post changes	Outcome Evaluation (9/30/07)

Santa Clara	A I		445	NAtion to consider the second	Distance Ossidali	EDO:	0.4
	As above		145	Mini workshop (1, 3 hour workshop)	Dietary Guidelines with additional Fish benefits and information of safe consumption	FBC: pre/post changes	Outcome Evaluation (9/30/07)
Santa Clara	Fish sites (see above)	Food stamp eligible persons	47	Enrolled in Fish program (6 lessons of 1 hour)	Dietary Guidelines for Americans	FBC for Fish: pre/post changes	Outcome Evaluation (9/30/07)
Shasta	13 Community sites (WIC, Food Stamp Office, TEFAP, Head Start, Emergency Food Shelters, food pantries, Transitional Housing Centers)		474	Enrolled (6 lessons of 1 hour)	Dietary Guidelines for Americans	FBC: pre/post changes	Outcome Evaluation (9/30/07)
Shasta	Shasta eligible food stamp persons		60	Mailed lessons	Brochure on FSNEP classes and Dietary Guidelines for American Information	FBC: pre/post changes (Telephone interview)	Outcome Evaluation (9/30/07)
Shasta	As above		7800	Contacts	Dietary Guidelines for Americans		None
Solano	18 Community sites (WIC, Food Stamp Office, Head Start, TANF, Drug rehab sites, Transitional housing centers, food pantries, Women shelters, homeless shelter)	Food stamp eligible persons	676	Enrolled (7-10 lessons of 1 hour)	Dietary Guidelines for Americans	FBC: pre/post changes	Outcome Evaluation (9/30/07)
Solano	As above	Food stamp eligible persons	351	Mini workshop	Dietary Guidelines for Americans	FBC: pre/post changes	Outcome Evaluation (9/30/07)

Solano	As above	Food stamp eligible persons	173	Home study	Brochure on FSNEP classes and Dietary Guidelines for Americans Information	FBC: pre/post changes (Telephone interview)	Outcome Evaluation (9/30/07)
Solano	As above	Food stamp eligible persons	7056	Contacts	Dietary Guidelines for Americans	Number people contacted	None
Solano	Food Stamp Office (2)	Food stamp eligible persons	4480	Newsletter	Dietary Guidelines with additional Fish benefits and information of safe consumption	Number newsletters distributed	None
Solano	Fish sites (see above)	Food stamp eligible persons	269	Enrolled in Fish program (6 lessons of 1 hour)	Dietary Guidelines for Americans	FBC for Fish: pre/post changes	Outcome Evaluation (9/30/07)
Sonoma	5 Community sites (WIC, Food Stamp Office, eligible schools, Head Start, Child Nutrition sites, TANF)	Food stamp eligible persons	307	Enrolled (6 lessons of 1 hour)	Brochure on FSNEP classes and Dietary Guidelines for Americans Information	FBC: pre/post changes	Outcome Evaluation (9/30/07)
Sonoma	As above	Food stamp eligible persons	77	Contacts	Dietary Guidelines for Americans	Number people contacted	None
Sonoma	Food Stamp Office		1303	Newsletter	Dietary Guidelines with additional Fish benefits and information of safe consumption	Number newsletters distributed	None
Sonoma	Fish sites (see above)	Food stamp eligible persons	161	Enrolled in Fish program (6 lessons of 1 hour)	Dietary Guidelines for Americans	FBC for Fish: pre/post changes	Outcome Evaluations 9/30/07)

Tuolumne/Maripo sa	6 Community sites (WIC, Head Start, homeless shelters, transitional home, food pantries)	Food stamp eligible persons	29	Enrolled (6 lessons of 1 hour)	Brochure on FSNEP classes and Dietary Guidelines for American Information	FBC: pre/post changes	Outcome Evaluation (9/30/07)
Tuolumne/Maripo sa	As above	Food stamp eligible persons	165	Contacts	Dietary Guidelines for Americans	Number people contacted	None
Trinity	10 Community and federal program sites (WIC, Food Stamp Office, TEFAP, Head Start, Child Nutrition, TANF, and eligible schools)	Food stamp eligible persons	440	Enrolled (7-10 lessons of 1 hour)	Brochure on FSNEP classes and Dietary Guidelines for Americans Information	FBC: pre/post changes	Outcome Evaluation (9/30/07)
Trinity	As above	Food stamp eligible persons	143	Contacts	Dietary Guidelines for Americans	Number people contacted	None
Trinity	Food Stamp Office	Food stamp eligible persons	2,718	Newsletter	Dietary Guidelines for Americans	Number newsletters distributed	None
Tulare	7 Community and federal program sites (WIC, Head Start, TEFAP, Child Nutrition, TANF, eligible schools)	Food stamp eligible persons	178	Enrolled (4-5 lessons of 1 hour)	Brochure on FSNEP classes and Dietary Guidelines for American Information	FBC: pre/post changes	Outcome Evaluation (9/30/07)
Tulare	Mailed lessons to enrolled families in county		250	Home study	Dietary Guidelines for Americans	FBC: pre/post changes (Telephone interview)	Outcome Evaluation (9/30/07)
Tulare	Above community sites		559	Contacts		Number people contacted	None

	Ventura	11 Community and Federal Program sites (WIC, Food Stamp Office, Head Start, Migrant Education, Eligible Schools)	Food stamp eligible persons	50	Enrolled (4-6 lessons of 1 hour)	Dietary Guidelines for Americans	FBC: pre/post changes	Outcome Evaluation (9/30/07)
	Yolo	12 Community and federal program sites (WIC, Food Stamp Office, Head Start, Homeless Shelters, Food Pantries, Eligible Schools)	Food stamp eligible persons	124	Enrolled (6 lessons of 1 hour)	Dietary Guidelines with additional Fish benefits and information of safe consumption	FBC: pre/post changes	Outcome Evaluation (9/30/07)
	Yolo	Fish sites (see above)	Food stamp eligible persons	121	Enrolled in Fish program (6 lessons of 1 hour)		FBC for Fish: pre/post changes	Outcome Evaluations (9/30/07)
	Total Adult			64,361				
2. Youth FSNEP	Alameda	48 total classrooms (teachers, with documentation) 10 Grades 4-6 – NTGO* 48 Grades K-6 – TWIGS	Students in qualifying schools	2746	Minimum of 4 hours of teacher instruction in classroom	Nutrition education with garden Nutrition education and gardening	# of students participating (reported ERS data)	Process Evaluation (Teacher evaluations & ERS results – 9/30/07)
	Alameda	2 new gardens 6 continuing gardens	Food stamp eligible youth	Not applicable	Nutrition education activities in school gardens (NTGO and TWIGS)	Using the garden to improve fruit and vegetable consumption to learn about food and a healthy diet.	Pre/post tests (Nutrition Garden Survey)	Outcome Evaluation (9/20/07)
	Amador	100 total classrooms (teachers, with documentation)	Students in qualifying schools	2121	Minimum of 4 hours of teacher instruction in classroom	Unspecified preschool nutrition education Nutrition activities, simplifying	# of students participating (reported ERS data)	Process Evaluation (Teacher evaluations & ERS results –

	20 Preschool 2 Preschool - GGG 20 Preschool - HHM 2 Grade 1 - Farm to Fork 35 K-3 - RAMP 3 Grades 4-6 - NTGO 1 Grades K-6 - TWIGS 8 Middle School - Eat Fit 16 MyPyramid Curriculum				MyPyramid Nutrition & phys. activity through storybooks Nutrition, healthy habits, local food systems Nutrition & phys. act. through storybooks Nutrition education with garden Nutrition education and gardening Nutrition & fitness lessons with goal setting Nutrition education with MyPyramid		9/30/07)
Amador	2 continuing gardens	Food stamp eligible youth	Not applicable	Nutrition education activities in school gardens (NTGO and TWIGS)	Using the garden to improve fruit and vegetable consumption to learn about food and a healthy diet.	Pre/post tests (Nutrition Garden Survey)	Outcome Evaluation (9/20/07)
Butte	284 total classrooms (teachers, with documentation) 10 Preschool – HHM 12 K – Farm to Fork 46 K-3 – RAMP 9 Grades 4 & 5 – PP 2 Grades 4-6 – NTGO 2 Grades K-6 – TWIGS 15 Middle School – Eat Fit 41 5 A Day	Students in qualifying schools	4187	Minimum of 4 hours of teacher instruction in classroom	Nutrition & phys. activity through storybooks Nutrition, healthy habits, local food systems Nutrition & phys. activity through storybooks Increase fruits/veg. cons. & phys activity Nutrition education with garden Nutrition education and gardening Nutrition & fitness lessons with goal setting	# of students participating (reported ERS data)	Process Evaluation (Teacher evaluations & ERS results – 9/30/07)

	1 Junior Master Gardener				Increase fruits and vegetables Nutrition education and gardening		
Calavers	classrooms (teachers, with documentation) 20 Preschool 2 Preschool – GGG 20 Preschool – HHM 2 Grade 1 –Farm to Fork 35 K-3 – RAMP 3 Grades 4-6 – NTGO 1 Grades K-6 – TWIGS 8 Middle School – Eat Fit 16 MyPyramid Curriculum	Students in qualifying schools	2121	Minimum of 4 hours of teacher instruction in classroom	Unspecified Nutrition activities, simplifying MyPyramid Nutrition & phys. activity through storybooks Nutrition, healthy habits, local food systems Nutrition & phys. activity through storybooks Nutrition education with garden Nutrition education and gardening Nutrition & fitness lessons with goal setting Nutrition education with MyPyramid	# of students participating (reported ERS data)	Process Evaluation (Teacher evaluations & ERS results – 9/30/07)
Calaver Sacram	1	Food stamp eligible youth	Not applicable	Nutrition education activities in school gardens (NTGO and TWIGS)	Using the garden to improve fruit and vegetable consumption to learn about food and a healthy diet.	Pre/post tests (Nutrition Garden Survey)	Outcome Evaluation (9/20/07)
Colusa	ERS Data only (Advisor retired)	Food Stamp eligible youth	1606	Minimum of 4 hours of teacher instruction in classroom	Nutrition activities (MyPyramid, increasing physical activity, healthy eating habits)	#of students participating	Process Evaluation (Teacher evaluations & ERS results – 9/30/07)
Contra (Costa 60 total classrooms (teachers with documentation) 1 Preschool –	Students in qualifying schools	3840	Minimum of 4 hours of teacher instruction in classroom	Nutrition & phys. activity through storybooks Nutrition, healthy habits, local food systems	# of students participating (reported ERS data)	Process Evaluation (Teacher evaluations & ERS results – 9/30/07)

	HHM 8 K – Farm to Fork 22 K-3 – RAMP 29 Grades 4 & 5 – PP 2 Grades 4-6 – NTGO 2 Grades K-6 – TWIGS 4 Middle School – EatFit				Nutrition & phys. activity through storybooks Increase fruits/veg. cons. & phys activity Nutrition education with garden Nutrition education and gardening Nutrition & fitness lessons with goal setting		
Contra Costa	5 continuing gardens	Food stamp eligible youth	Not applicable	Nutrition education activities in school gardens (NTGO and TWIGS)	Using the garden to improve fruit and vegetable consumption to learn about food and a healthy diet.	Pre/post tests (Nutrition Garden Survey)	Outcome Evaluation (9/20/07)
Fresno	184 total classrooms (teachers with documentation) 33 Preschool – HHM 105 K-3 – RAMP 40 Grades 4 & 5 – PP 7 Grades 4-6 – NTGO 3 Grades K-6 – TWIGS 5 Middle School – EatFit	Students in qualifying schools	4566	Minimum of 4 hours of teacher instruction in classroom	Nutrition & phys. activity through storybooks Nutrition & phys.activity through storybooks Increase fruits/veg. cons. & phys activity Nutrition education with garden Nutrition education and gardening Nutrition & fitness lessons with goal setting	# of students participating (reported ERS data)	Process Evaluation (Teacher evaluations & ERS results – 9/30/07)
Fresno	2 continuing gardens	Food stamp eligible youth	Not applicable	Nutrition education activities in school gardens (NTGO and TWIGS)	Using the garden to improve fruit and vegetable consumption to learn about food and a healthy diet.	Pre/post tests (Nutrition Garden Survey)	Outcome Evaluation (9/20/07)

1	mperial	9 total classrooms (teachers with documentation 9 K-3 – RAMP	Students in qualifying schools	875	Minimum of 4 hours of teacher instruction in classroom	Nutrition & phys.activity through storybooks	# of students participating (reported ERS data)	Process Evaluation (Teacher evaluations & ERS results – 9/30/07)
P	Kings	160 total classrooms (teachers) 109 K-3 – RAMP 41 Grades 4 & 5 – PP 10 Grades 4-6 – NTGO 4 Middle School – EatFit	Students in qualifying schools	2259	Minimum of 4 hours of teacher instruction in classroom	Nutrition & phys. activity through storybooks Increase fruits/veg. cons. & phys activity Nutrition education with garden Nutrition & fitness lessons with goal setting	# of students participating (reported ERS data)	Process Evaluation (Teacher evaluations & ERS results – 9/30/07)
	_ake	45 total classrooms (teachers) 8 Preschool – GGG 26 K-3 – RAMP 12 Grades 4-6 – NTGO	Students in qualifying schools	995	Minimum of 4 hours of teacher instruction in classroom	Nutrition activities, simplifying MyPyramid Nutrition & phys. activity through storybooks Nutrition education with garden	# of students participating (reported ERS data)	Process Evaluation (Teacher evaluations & ERS results – 9/30/07)
	Los Angeles	classrooms (teachers, with documentation) 9 Preschool – Food & Me 1 Preschool – HHM 1 K – Farm to Fork 18 K-3 – RAMP 12 Grades 4-6 – NTGO 11 Middle School – Eat Fit 3 High School – JumpStart	Students in qualifying schools	4826	Minimum of 4 hours of teacher instruction in classroom	Nutrition education kit, Team Nutrition USDA Nutrition & phys. activity through storybooks Nutrition, healthy habits, local food systems Nutrition & phys. activity through storybooks Nutrition education with garden Nutrition & fitness lessons with goal setting	# of students participating (reported ERS data)	Process Evaluation (Teacher evaluations & ERS results – 9/30/07)

					Nutrition education with MyPyramid		
Marin	78 total classrooms (teachers, with documentation) 24 Preschool – GGG 20 Preschool – HHM 2 Grade 1 – Farm to Fork 18 K-3 – RAMP 5 Grades 4 & 5 – PP 5 Grades 4-6 – NTGO 4 Grades K-6 – TWIGS	Students in qualifying schools	1084	Minimum of 4 hours of teacher instruction in classroom	Nutrition activities, simplifying MyPyramid Nutrition & phys. activity through storybooks Nutrition, healthy habits, local food systems Nutrition & phys. activity through storybooks Increase fruits/veg. cons. & phys activity Nutrition education with garden Nutrition education and gardening	# of students participating (reported ERS data)	Process Evaluation (Teacher evaluations & ERS results – 9/30/07)
Marin	4 new gardens 9 continuing gardens	Food stamp eligible youth	Not applicable	Nutrition education activities in school gardens (NTGO and TWIGS)	Using the garden to improve fruit and vegetable consumption to learn about food and a healthy diet.	Pre/post tests (Nutrition Garden Survey)	Outcome Evaluation (9/20/07)
Monterey	classrooms (teachers with documentation) 21 Preschool 42 Preschool – HHM 78 K-3 – RAMP 29 Grades 4-6 – NTGO 54 Middle School – EatFit	Students in qualifying schools	5196	Minimum of 4 hours of teacher instruction in classroom	Unspecified preschool nutrition education Nutrition & phys. activity through storybooks Nutrition & phys. activity through storybooks Nutrition education and gardening Nutrition & fitness lessons with goal setting	# of students participating (reported ERS data)	Process Evaluation (Teacher evaluations & ERS results – 9/30/07)

Placer	230 total classrooms (teachers with documentation) 101 Preschool – GGG 23 Preschool – HHM 63 K-3 – RAMP 20 Grades 4-6 – NTGO 1 Middle School – EatFit 22 Grades 3-5 – JIFF	Students in qualifying schools	3551	Minimum of 4 hours of teacher instruction in classroom	Nutrition activities, simplifying MyPyramid Nutrition & phys. act. through storybooks Nutrition & phys. act. through storybooks Nutrition education with garden Nutrition & fitness lessons with goal setting Nutrition and healthy lifestyles	# of students participating (reported ERS data)	Process Evaluation (Teacher evaluations & ERS results – 9/30/07)
Riverside	classrooms (teachers with documentation) 6 K-3 – RAMP 2 Grade 1 – Farm to Fork 9 Grades K-6 – TWIGS 9 Middle School – EatFit	Students in qualifying schools	1587	Minimum of 4 hours of teacher instruction in classroom	Nutrition & phys. activity through storybooks Nutrition, healthy habits, local food systems Nutrition education and gardening Nutrition & fitness lessons with goal setting	# of students participating (reported ERS data)	Process Evaluation (Teacher evaluations & ERS results – 9/30/07)
Riverside	3 continuing gardens	Food stamp eligible youth	Not applicable	Nutrition education activities in school gardens (TWIGS)	Using the garden to improve fruit and vegetable consumption to learn about food and a healthy diet.	Pre/post tests (Nutrition Garden Survey)	Outcome Evaluation (9/30/07)
San Diego	76 total classrooms (teachers, with documentation) 12 Preschool – GGG 15 Preschool – HHM 43 K-3 – RAMP	Students in qualifying schools	3671	Minimum of 4 hours of teacher instruction in classroom	Nutrition activities, simplifying MyPyramid Nutrition & phys. activity through storybooks Nutrition & phys. activity through storybooks Nutrition—variety,	# of students participating (reported ERS data)	Process Evaluation (Teacher evaluations & ERS results – 9/30/07)

	2 6-8 yr old – ERIB 17 Grades 4-6 – NTGO 14 Grades K-6 – TWIGS 24 Middle School – EatFit				breakfast, food safety Nutrition education with garden Nutrition education and gardening Nutrition & fitness lessons with goal setting		
San Francisco	classrooms (teachers, with documentation) 7 K – Farm to Fork 76 K-3 – RAMP 18 Grades 4 & 5 – PP	Students in qualifying schools	2220	Minimum of 4 hours of teacher instruction in classroom	Nutrition, healthy habits, local food systems Nutrition & phys. activity through storybooks Increase fruits/veg. cons.& phys. activity	# of students participating (reported ERS data)	Process Evaluation (Teacher evaluations & ERS results – 9/30/07)
San Joaquin	classrooms (teachers, with documentation) 24 Preschool 41 Preschool – HHM 44 K-3 – RAMP 3 ERIB 10 Grades 4 & 5 – PP 7 Grades 4-6 – NTGO 11 Grades K-6 – TWIGS 25 Middle School – EatFit 40 HighSchool – JumpStart	Students in qualifying schools	3890	Minimum of 4 hours of teacher instruction in classroom	Unspecified preschool nutrition education Nutrition & phys. activity through storybooks Nutrition—variety, breakfast, food safety Increase fruits/veg. cons. & phys activity Nutrition education with garden Nutrition education and gardening Nutrition & fitness lessons with goal setting Nutrition with cross-curricular lessons	# of students participating (reported ERS data)	Process Evaluation (Teacher evaluations & ERS results – 9/30/07)

San Joaquin	2 new gardens 4 continuing gardens	Food stamp eligible youth	Not applicable	Nutrition education activities in school gardens (NTGO and TWIGS)	Using the garden to improve fruit and vegetable consumption to learn about food and a healthy diet.	Pre/post tests (Nutrition Garden Survey)	Outcome Evaluation (9/20/07)
San Luis Obispo	classrooms (teachers, with documentation) 19 Preschool – HHM 32 K-3 – RAMP 7 Grades 4 & 5 – PP 4 Grades 4-6 – NTGO 4 Grades K-6 – TWIGS 5 Middle School – EatFit	Students in qualifying schools	2587	Minimum of 4 hours of teacher instruction in classroom	Nutrition & phys. activity through storybooks Nutrition & phys. activity through storybooks Increase fruits/veg. cons. & phys activity Nutrition education with garden Nutrition education and gardening Nutrition & fitness lessons with goal setting	# of students participating (reported ERS data)	Process Evaluation (Teacher evaluations & ERS results – 9/30/07)
Santa Clara	classrooms (teachers, with documentation) 8 Preschool – Frazer Frog 32 Preschool – HHM 30 K-3 – RAMP 23 Grades 4 & 5 – PP 3 Grades 4-6 – NTGO 16 Middle School – EatFit	Students in qualifying schools	2560	Minimum of 4 hours of teacher instruction in classroom	Preschool nutrition, health, food Nutrition & phys. activity through storybooks Nutrition & phys. activity through storybooks Increase fruits/veg. cons. & phys activity Nutrition education with garden Nutrition & fitness lessons with goal setting	# of students participating (reported ERS data)	Process Evaluation (Teacher evaluations & ERS results – 9/30/07)
Shasta	236 total classrooms (teachers, with documentation)	Students in qualifying schools	6064	Minimum of 4 hours of teacher instruction in classroom	Unspecified preschool nutrition education Nutrition & phys.	# of students participating (reported ERS data)	Process Evaluation (Teacher evaluations &

	4 Preschool 83 Preschool – HHM 155 K-3 – RAMP 68 Grades 4 & 5 – PP 32 Grades 4-6 – NTGO 57 Grades K-6 – TWIGS 15 Middle School – EatFit 1 Junior Master Gardener				activity through storybooks Nutrition & phys. activity through storybooks Increase fruits/veg. cons. & phys activity Nutrition education with garden Nutrition education and gardening Nutrition & fitness lessons with goal setting Nutrition and gardening		ERS results – 9/30/07)
Shasta	6 new gardens 14 continuing gardens	Food stamp eligible youth	Not applicable	Nutrition education activities in school gardens (NTGO and TWIGS)	Using the garden to improve fruit and vegetable consumption to learn about food and a healthy diet.	Pre/post tests (Nutrition Garden Survey)	Outcome Evaluation (9/20/07)
Sonoma	52 total classrooms (teachers, with documentation) 33 K-3 – RAMP 11 Elementary – ERIB 6 Grades 4-6 – NTGO 8 Grades K-6 – TWIGS	Students in qualifying schools	718	Minimum of 4 hours of teacher instruction in classroom	Nutrition & phys. activity through storybooks Nutrition—variety, breakfast, food safety Nutrition education with garden Nutrition education and gardening	# of students participating (reported ERS data)	Process Evaluation (Teacher evaluations & ERS results – 9/30/07)
Sutter/Yuba	ERS Data only (Advisor retired)	Food stamp eligible youth	667	Minimum of 4 hours of teacher instruction in classroom	Nutrition activities (MyPyramid, increasing physical activity, healthy eating habits)	# of students participating	Process Evaluation (Teacher evaluations & ERS results – 9/30/07)

Tehama/Glenn	91 total classrooms (teachers) 21 Preschool 3 Preschool – HHM 54 K-3 – RAMP 7 Grades 4 & 5 – PP 2 Middle School – EatFit	Students in qualifying schools	2137	Minimum of 4 hours of teacher instruction in classroom	Unspecified preschool nutrition education Nutrition & phys. activity through storybooks Nutrition & phys. activity through storybooks Increase fruits/veg. cons. & phys activity Nutrition & fitness lessons with goal setting	# of students participating (reported ERS data)	Process Evaluation (Teacher evaluations & ERS results – 9/30/07)
Tehama/Glenn	4 continuing gardens	Food stamp eligible youth	Not applicable	Nutrition education activities in school gardens	Using the garden to improve fruit and vegetable consumption to learn about food and a healthy diet.	Pre/post tests (Nutrition Garden Survey)	Outcome Evaluation (9/20/07)
Trinity	classrooms (teachers, with documentation) 7 Preschool 9 Preschool – HHM 4 K – Farm to Fork 25 K-3 RAMP 28 Grades 4 & 5 – PP 9 Grades 4-6 – NTGO 15 Grades K-6 – TWIGS 15 Middle School – EatFit 5 High School – JumpStart	Students in qualifying schools	1426	Minimum of 4 hours of teacher instruction in classroom	Unspecified preschool nutrition education Nutrition & phys. activity through storybooks Nutrition, healthy habits, local food systems Nutrition & phys. activity through storybooks Increase fruits/veg. cons. & phys activity Nutrition education with garden Nutrition education and gardening Nutrition & fitness lessons with goal setting Nutrition with	# of students participating (reported ERS data)	Process Evaluation (Teacher evaluations & ERS results – 9/30/07)

Trinity	6 continuing gardens	Food stamp eligible youth	Not applicable	Nutrition education activities in school gardens	cross-curricular lessons Using the garden to improve fruit and vegetable consumption to	Pre/post tests (Nutrition Garden Survey)	Outcome Evaluation (9/20/07)
Tuloro	202 total	Studente in	2600	(NTGO and TWIGS)	learn about food and a healthy diet.	# of atudanta	Droops
Tulare	202 total classrooms (teachers with documentation) 2 Preschool – HHM 88 K-3 – RAMP 62 Grades 4 & 5 – PP 2 Grades 4-6 – NTGO 2 Grades K-6 – TWIGS 10 Middle School – EatFit	Students in qualifying schools	2698	Minimum of 4 hours of teacher instruction in classroom	Nutrition & phys. activity through storybooks Nutrition & phys. activity through storybooks Increase fruits/veg. cons. & phys activity Nutrition education with garden Nutrition education and gardening Nutrition & fitness lessons with goal setting	# of students participating (reported ERS data)	Process Evaluation (Teacher evaluations & ERS results – 9/30/07)
Tulare	1 new garden 2 continuing gardens	Food stamp eligible youth	Not applicable	Nutrition education activities in school gardens (NTGO and TWIGS)	Using the garden to improve fruit and vegetable consumption to learn about food and a healthy diet.	Pre/post tests (Nutrition Garden Survey)	Outcome Evaluation (9/20/07)
Tuolumne/ Mariposa	35 total classrooms (teachers with documentation) 5 Preschool 19 Preschool – HHM 26 K-3 – RAMP 9 Grades 4-6 – NTGO	Students in qualifying schools	727	Minimum of 4 hours of teacher instruction in classroom	Unspecified preschool nutrition education Nutrition & phys. activity through storybooks Nutrition & phys. activity through storybooks Nutrition education with garden	# of students participating (reported ERS data)	Process Evaluation (Teacher evaluations & ERS results – 9/30/07)

	9 Grades K-6 – TWIGS 5 Middle School - EatFit				Nutrition education and gardening Nutrition & fitness lessons with goal setting		
Tuolumne/ Mariposa	1 continuing garden	Food stamp eligible youth	Not applicable	Nutrition education activities in school gardens (NTGO and TWIGS)	Using the garden to improve fruit and vegetable consumption to learn about food and a healthy diet.	Pre/post tests (Nutrition Garden Survey)	Outcome Evaluation (9/20/07)
Ventura	46 total classrooms (teachers with documentation 18 Preschool – HHM 29 K-3 – RAMP	Students in qualifying schools	923	Minimum of 4 hours of teacher instruction in classroom	Nutrition & phys. activity through storybooks Nutrition & phys. activity through storybooks	# of students participating (reported ERS data)	Process Evaluation (Teacher evaluations & ERS results – 9/30/07)
Yolo	38 total classrooms (teachers with documentation) 32 Preschool – HHM 3 K-3 – RAMP 3 Grades 4-6 – NTGO	Students in qualifying schools	1347	Minimum of 4 hours of teacher instruction in classroom	Nutrition & phys. activity through storybooks Nutrition & phys. activity through storybooks Nutrition education and gardening	# of students participating (reported ERS data)	Process Evaluation (Teacher evaluations & ERS results – 9/30/07)
Total Youth	111.55		73,234				
N.L. (

* Notes:

Curriculum:

HHM = Happy Healthy Me
RAMP = Reading Across My Pyramid
ERIB = Eating Right Is Basic
NTGO = Nutrition to Grow On

TWIGS = Teams With Intergenerational Support

PP = Power Play
JIFF = Jump Into Foods and Fitness (Michigan State University Extension)

3. Supplemen tal Projects	Using Limited Resources	Kern County	Food stamp eligible persons	150	Focus groups	Food stamps: "Grocery Store Smarts"; Every Dollar Counts"	Focus groups	Process Evaluation (9/30/07)
	YMCA African American	Alameda County	Food stamp eligible persons	1200	Enrolled in classes on Dietary Guidelines	Body weight maintenance and physical activity of youth	Pre/post knowledge and behavior changes	Outcome Evaluation (9/30/07)
	Childhood Overweight	Santa Clara, Riverside, Los Angeles counties	Food stamp eligible persons	95	Adapted materials in Cambodian and Laotian	Decrease soda consumption, promote physical activity, maintain healthy weight	Focus group	Process Evaluation (9/30/07)
	Healthy Rewards	Sacramento, Solano, Yolo counties	Food stamp eligible persons	39	Enrolled in classes (6 lessons of 1 hour)	Improve food selection by reading labels, increase fruit and vegetable consumption and increase physical activity; Goal setting activity	Pre/post test	Outcome Evaluation (9/30/07)
	School Based- Nutrition Education	Yolo	Food stamp eligible persons	294	School grade nutrition activities in 15 elementary schools	"Eating Healthy from Farm to Fork"	Pre/post test	Outcome Evaluation (9/30/07)
	Gardens for Good Nutrition	Sacramento	Food stamp eligible persons	1536	Garden/nutrition activities in 3 elementary schools (3- 45 minute lessons)	Promote healthy food choices and use of garden as a nutrition education tool	Pre/post test	Outcome Evaluation (9/30/07)
	Family Fitness	Contra Costa, Los Angeles, Shasta (373 eligible pre- schools)	Food stamp eligible persons	1433	Deliver nutrition education via teachers at 373 pre-schools	Adapt Wellness in the Work Place and 5-Aday to deliver nutrition (Dietary Guidelines) and	Focus group	Process Evaluation (9/30/07)

;	Teaching HEART Smart Cooking to Kids	Alameda (3 eligible schools)	Food stamp eligible	Not Applicable	Development of video tape	physical activity promotional education Dietary Guidelines for Americans on	Developed video tape for youth.	None
			persons			healthy eating practices for kids.	Interviews of parents	
1	Teaching Kids What to Eat Where They Eat	Tulare and Kern counties (7 eligible elementary schools)	Food stamp eligible persons	Not Applicable	Development of tool kit to be used by eligible schools (Newsletter, parent handouts, recipes, pre/post tests)	Increase fruits and vegetable, preparing healthy meal, healthy breakfast and healthy drinks	Pre/post test developed	None
	Video-Enhanced Creating Healthy Families	Placer and San Luis Obispo	Food stamp eligible persons	57	Focus group to renew developed materials	Modeling good eating behaviors for children: Healthy snacks (using the Dietary Guidelines for Americans), whole grains, fruits and vegetables and how to include children in shopping and food preparation activities	Focus group interviews	None
	Total Supplemental Projects			4,804				
	Grand Total			117,829				

Based on the above, briefly discuss the outcomes and effectiveness of the projects and how the program might be improved in the upcoming FY.

Notes:

- 1. Measures improvements in fruit/vegetable/fiber consumptions, decrease in sugar/fat/soda drinks consumption, and improvements in nutrition-related skills (shopping, meal planning, food preparation, food safety) and nutrition knowledge of a healthy diet.
- 2. Measures changes in knowledge about a healthy diet including: increasing fruit/vegetable/fiber, decrease fat/sugar/soda drinks and saving money on food purchases.
- 3. Measureable change in improvement in fish consumption (amount eaten) as well as fish knowledge questions (fish high in mercury, amount of fish safe to eat, fish health advisories).

^{*}For evaluation type, indicate Formative, Process, Impact, Outcome or None.

a. Network Impact Evaluation-FFY 07 Final Report

Section II. Final Report Summary for Evaluations.

Provide the information requested below for any significant evaluation efforts (costing greater than \$400,000) that were completed during the previous year.

1. Name of Project of Social Marketing Campaign

If multiple projects or campaigns were part of a single impact evaluation, please list them all.

This report describes an overarching set of impact evaluations conducted by a group of 43 projects with federal share budgets over \$350,000 and five projects with total budgets below that. These projects were trained and required to use standard methods and validated tools to measure behavior (primarily fruit and vegetable intake) and related determinants. These methods and tools were used with diverse intervention. Collectively, these 48 projects dedicated approximately \$686,000 to impact evaluation. This includes monies spent to contract outside evaluators, pay for data entry, or data collectors. It also includes estimated staff hours spent on the evaluation, photocopies, etc. The expenses reported ranged from \$600 to almost \$225,000. Part of these funds were used to contract external evaluators like the UCLA School of Public Health, Field Research Corporation, ETR Associates, Russell and English Associates, and Harder + Company Community Research.

California State University, Chico Research Foundation

East Los Angeles College

Los Angeles Trade-Technical College Fresno County Office of Education

Humboldt County Office of Education

Los Angeles County Office of Education

Merced Office of Education

Orange County Superintendent of Schools - ACCESS

Orange County Superintendent of Schools - Coalition

Shasta County Office of Education Tulare County Office of Education

Riverside County Health Care Services Agency Alameda County Health Care Services Agency -

Nutrition Services

Contra Costa County Health Services

Kern Co Dept Public Health

Long Beach, City of, Department of Public Health Marin County, Dept. of Health and Human Services

Monterey County Health Department Orange County Health Care Agency College/University
College/University

College/University

County Office of Education

County Office of Education

County Office of Education

County Office of Education County Office of Education

County Office of Education

County Office of Education

County Office of Education

First 5 Children and Families Commission

Local Health Department

Local Health Department

Local Health Department

Local Health Department Local Health Department

Local Health Department

Local Health Department

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Sacramento County Department of Health & Human Services - Clinic Services Local Health Department San Bernardino, County of, Department of Public Health Local Health Department San Francisco, City and County Department of Public Health Local Health Department Local Health Department Santa Barbara County Public Health Department Shasta County Health and Human Services Agency, Public Health Branch Local Health Department Tulare, County of, Health and Human Services Agency Local Health Department ABC Unified School District School/District Alameda County Office of Education (Coalition) Hayward USD School/District Alhambra Unified School District School/District Alisal Union School District School/District Berkeley Unified School District School/District Compton Unified School District School/District Del Norte Unified School District School/District El Monte City School District School/District Hawthorne School District School/District Huntington Beach Union High School District School/District Kernville Union School District School/District Long Beach Unified School District School/District Los Angeles Unified School District School/District Monrovia Unified School District School/District School/District Mount Diablo Unified School District Newport-Mesa Unified School District School/District Orange Unified School District School/District Pasadena Unified School District School/District San Francisco Unified School District School/District Santa Ana Unified School District School/District Ukiah Unified School District School/District Ventura Unified School District School/District University of California, The Regents of the, Cooperative Extension of Alameda County (Child and Youth University of California Cooperative Nutrition Program) Extension

2. Key Measures of Evaluation Impact(s)

Knowledge	• Awareness
 Preferences 	• Norms
Self efficacy	Availability
• F&V consumption	• Fruit stand sales
Outcome expectations	 Physical activity

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3. Evaluation participants

Describe the population being evaluated and its size. For example, all (1200) kindergarten students at public schools in one school district.

Table 1: Individuals by Age and Channel					
Channel	Age Category	Intervention Group Participants			
	6-8	395			
School/District (19)	9-11	2,715			
School/District (19)	12-17	893			
	18+	38			
	6-8	36			
College/University (3)	9-11	302			
	12-17	297			
	6-8	0			
County Office of Education (8)	9-11	0			
County Office of Education (6)	12-17	16			
	18+	3			
First 5 Children and Families Commission (1)	18+	0			
	6-8	162			
Local Health Department (13)	9-11	681			
Local Health Department (13)	12-17	214			
	18+	511			
University of California Cooperative Extension (1)	3-5	343			
Total		7,926			

4. Assignment to intervention and control or comparison conditions

- a. Describe the unit of assignment to intervention and control groups
 - Individuals
- b. Describe how assignment to intervention and control groups was carried out.
 - Convenience sample
- c. Describe how many units and individuals were in the intervention and control group at the start of the intervention.

The 48 contractors collected data from 7,926 individuals. Five of them collected data from 315 individuals in a comparison condition. Table 2 shows these are the 1st-5th contractors and the other 43 are denoted as 6th – 48th. Most (155) comparison surveys were in the school channel followed by Cooperative Extension (109), Local Health Departments (32) and County Offices of Education (19).

Table 2: Number of Participants by Condition of Assignment							
Contractor	# Intervention # Comparison Contractor participants participants						
1 st	234	109					
2 nd	142	48					
3 rd	119	107					
4 th	55	32					
5 th	52	19					
6 th – 48 th	7009	0					
Total	7611	315					

5. Impact Measure(s) (surveys)

All but five contractors used a survey comprised of one or more of the following validated scales. Two evaluated change using standardized observational methods.

For adult populations

- Food Behavior Checklist (Townsend, 2003¹)
- Fruit and Vegetable Checklist (Townsend, et al., 2006²) with instruction guide (Townsend et al., 2007³)

For elementary – middle school age students

- Day in the Life Questionnaire (Edmunds and Ziebland, 2002⁴)
- Five a Day Power Play! Survey (Baranowski, et al., 2000^{5,6,7})
- Hawthorne Knowledge Survey (Russell, 2004⁸)
- Peer Norms Survey (Reynolds, et al., 2002⁹)
- Family Norms Survey (Reynolds, et al., 2002¹⁶)
- Self Efficacy for Eating, Asking and Preparing Survey (Reynolds, et al., 2002¹⁶)
- Self Efficacy for Eating Fruits and Vegetables (Baranowski, et al., 2000¹⁷)
- Self Efficacy for Asking and Shopping (Baranowski, et al. 2000¹⁷)
- Availability Survey (Hearn, et al., 1998¹⁰)
- Preferences Survey (Domel et al., 1993¹¹)
- Knowledge Survey (adapted from Reynolds et al., 2002¹² and Hoelscher et al., 2004¹³)
- Outcome Expectations Survey (Reynolds, et al., 2002¹⁶)
- Outcome Expectations Survey (Baranowski, et al., 2000¹⁴)

For Middle School

- Physical Activity Survey (questions taken from the Youth Risk Behavior Surveillance, 2000)⁷¹⁵
- Fruit and Vegetable Consumption Survey (questions taken from the Youth Risk Behavior Surveillance CDC 2000¹⁶)

High School

• Fruit and Vegetable Consumption Survey (questions taken from the Behavioral Risk Factor Surveillance Survey^{17,18})

a. Describe the points at which data were collected from intervention and control group participants.

Pre-test took place before the beginning of intervention and post-tests took place after the last intervention session. One contractor did a follow up implementation of their survey 6 weeks after the post-test.

6. Results

The key measures of intervention impact were given in section 2, above. A group of 15 contractors used a standardized survey to measure fruit and vegetable consumption, self-efficacy (SE), knowledge and preferences. The data from these surveys were aggregated and analyzed together. The other contractors used varied surveys which did not lend to aggregated analysis. Table 4 below shows the results for all indicators except preferences for the 15 contractors that used the same survey.

The 1st column of the table lists the factor that was measured and the number of questions used to measure that factor. The 2nd column shows the number of individuals that provided an answer to that set of questions at the pre-test and post-test. Numbers are not the same for all factors because all respondents did not answer all the questions at pre-test and post-test. The 3rd, 4th, and 5th columns show the mean scores at pre-test, and at post-test and the difference between them, respectively. The last column shows the p-value, which is considered statistically significant ¹ if less than .05.

Three consumption questions, taken from the California Healthy Kids Survey, measured number of times respondents ate fruit, vegetables and juice in the last 24 hours. Response categories ranged from 0 - 5 or more and were coded 0-5. The pretest score for consumption means respondents ate fruit or vegetables or drank juice 7.33 times before the intervention. This increased more than ½ time per day to 7.91 times per day.

The self-efficacy questions had five response categories ranging from "I disagree very much" to "I agree very much". Responses were coded 1-5. Hence, scores could range from 2-10 for scales with 2 items or 5-25 for the scale that had five questions. The total self-efficacy score ranges from 13-65. Higher scores indicated higher levels of confidence for the behaviors in question: eating fruit, vegetables, or drinking juice at breakfast, lunch at school, lunch at home, snacks or dinner.

There were five knowledge questions. They were coded 0 for incorrect and 1 for correct so the scores ranged from 0-5 where higher scores represented greater knowledge.

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¹ In this report, significant is often used to refer to statistically significant and refers to p<.05)

Table 4: Summary of impact evaluation results for 15 contractors that used a standardized survey based on Harvest of the Month, FFY 07						
	N	Pre-test mean	Post-test mean	Difference	p- value	
Consumption (3 items)	2,018	7.33	7.91	0.582	< 0.001	
SE for Eating F&V with Breakfast (2 items)	1,977	8.10	8.52	0.420	<0.001	
SE for Eating F&V with School Lunch (2 items)	2,060	8.15	8.30	0.152	0.004	
SE for Eating F&V with Lunch at Home (2 items)	2,032	7.65	7.77	0.119	0.048	
SE for Eating F&V with a snack (5 items)	1,964	17.34	17.69	0.350	0.021	
SE for Eating F&V with Dinner (2 items)	2,020	7.83	8.04	0.210	< 0.001	
Total self-efficacy (13 items)	1,674	49.43	50.73	1.300	< 0.001	
Knowledge (5 items)	2456	2.35	2.83	0.479	< 0.001	

Fruit and vegetable consumption

Fruit and vegetable consumption was the primary outcome of these evaluations. Change in factors that influence this behavior was the secondary outcome.

When considering all the contractors, 36 out of 48 measured consumption. Table 5 shows the surveys that were used.

In addition to the 15 contractors (identified in the first paragraph of the results section) that used the standardized survey, eight used the consumption questions from the

California Healthy Kids
Survey. These
questions measured
number of times
respondents reported
eating ate fruit or
vegetables or drinking
juice in the last 24
hours. Response
categories ranged from
0 - 5 or more and were
coded 0-5. Three
contractors reported a

Table 5: Surcontractors to

CA Health K
Day in the L
Food Behavi
Fruit and Ve
Youth Risk I
BRFSS
Other
Total

Table 5: Survey used to measure consumption and number of contractors that used it ²					
	# of contractors that used				
Source of Survey Questions	this survey				
CA Health Kids Survey Questions	23				
Day in the Life Questionnaire	3				
Food Behavior Checklist	1				
Fruit and Vegetable Checklist	2				
Youth Risk Behavior Survey	3				
BRFSS	1				
Other	3				
Total	36				

significant increase (p<.05).

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² Other includes three contractors that used various measures like: Did you eat any fruits or vegetables for lunch yesterday (yes/no)? or fruit stand sales as a proxy for consumption.

Three contractors used the Day in the Life Survey with youth to measure number of times fruit and vegetables were eaten the day prior to the survey. One contractor showed a significant increase at breakfast, lunch, morning snack, recess snack, and trip home snack. Overall, consumption for this contractor increased from 2.74 times at pre-test to 6.19 times at post-test. A third contractor administered only three questions from the DILQ that showed a significant increase in number of times fruit and vegetables were consumed as snacks on the trip home and at dinner. The third contractor reported no significant change.

One contractor used the 16-item Food Behavior Checklist, and two used the 7-item Fruit and Vegetable Checklist. Both surveys contain seven questions that measure aspects of fruit and vegetable consumption. All three showed a significant increase in the number of times fruits were eaten each day and the number of times vegetables were eaten each day plus the frequency of eating more than one kind of fruit each day. One contractor also showed a significant increase in the frequency of eating fruit and vegetables as snacks and eating more than one kind of vegetable each day.

One contractor used the 6-item fruit and vegetable section of the Behavioral Risk Factor Surveillance Survey to measure consumption among adults. Results showed a significant increase in the frequency of eating fruit, green salad and carrots.

Three contractors administered the 6-item Youth Risk Behavior Surveillance to assess the frequency of fruit and vegetable consumption. Two showed no significant changes. Another reported a significant increase in consumption of fruit and vegetables in an intervention group but no significant change in a comparison group.

Three contractors used various measures like sales from a fruit stand or consumption questions with dichotomous response categories (yes/no), or number of cups to assess change. All were significant.

In summary, 36 contractors measured consumption. Of these, 17 showed a statistically significant increase while the other 19 did not.

Change in factors

Change in factors that influence fruit and vegetable consumption was the secondary outcome of success. Table 6 shows the factors that were measured; the number of contractors that measured each one, the number of contractors that found a significant difference, and the number that did not find a significant difference at the intervention sites. Some contractors assessed the difference in pre-test means and post-test means for each question rather than creating a summary score.

Table 6: Factors Measured, Number of Contractors that Measured the Factor, Number of Contractors					
that Found a Significant Diff	that Found a Significant Difference and Number that did not Find a Significant Difference 2006-07				
Factors	# contractors that	# contractors with a	# contractors with non-		
ractors	measured the factor	significant increase	significant findings		
Knowledge	29	16 13			
Self-efficacy	27	11	16		
Preferences	30	Analyzed separately			
Outcome Expectations	5	5 0			
Availability	3	0 3			
Norms	2	2	0		
Physical Activity Behavior	2	2	0		

Please note: some contractors did not calculate an aggregate or summary score so the sum of the last two columns may not equal the first.

Knowledge

Of the 29 contractors that measured knowledge, 16 reported a statistically significant increase. Over half (16) used the same set of questions that addressed benefits of fruit and vegetable consumption, nutrient content, and whether or not produce was California grown. Results from these 16 showed a pre-test mean of 2.35 and post-test mean of 2.85. The change in knowledge of 0.48 was significant (p<.05). Of the 14 contractors that did not use the standard set of questions, 4 found a significant increase in knowledge.

Self-Efficacy

Self-efficacy is a determinant of behavior from Social Cognitive Theory that refers to a person's confidence to perform a behavior in a specific situation¹⁹. Contractors measured two dimensions of self-efficacy. The first was for eating fruit and vegetables by meal and

the 2nd was for eating, asking, and preparing fruit and vegetables.

Of the 22 contractors that measured self-efficacy for eating fruits and vegetables by meal, half found a significant increase in at least one dimension. Table 7 shows the number of contractors that found a

Table 7: Number of contractors that found a significant		
increase by dimension	of self-efficacy	
Dimension of self-efficacy	Number of contractors	
	that found a significant	
	increase	
Eating fvs at breakfast 5		
Eating fvs at school lunch 5		
Eating fvs at lunch at home	4	
Eating fvs for a snack 3		
Eating fvs at dinner 3		
Total	6	

significant increase by dimension of self-efficacy

Three contractors measured student's self-efficacy for asking their parents to buy fruits and vegetables for preparing fruits and vegetables. Neither of them reported a significant increase.

Preferences

Preferences were measured on a 3-point scale. Response categories and codes were 2 = I don't like it, 3 = I like it a little and 4 = I like it a lot in response to the question: How much do you like the following items? Contractors were allowed to choose the produce items they featured. Decisions were made based on availability of nutrition education materials, produce, cost, and cultural compatibility among other factors. Table 8 shows the number of contractors that featured the item and the number that showed a significant difference. For example, here it can be seen that five contractors featured acorn squash and one showed a significant difference.

Table 8: Number of contractors that featured the fruit or vegetable and the number that showed a significant difference (p<.05)

	u i	ia tire ira
Item Featured	Total	p<.05
Acorn Squash	5	1
Apple	2	1
Asparagus	9	2
Avocado	8	3
Beets	1	0
Broccoli	2	0
Cabbage	13	5
Cantaloupe	1	1
Carrots	3	0
Cherries	1	1
Dried Plums	6	2

Item Featured	Total	p<.05
Grapefruit	1	0
Green Beans	1	0
Mandarins	9	2
Melons	6	0
Mushrooms	1	0
Nectarines	5	1
Onions	1	0
Orange	1	1
Peaches	2	1
Peas	6	2
Peppers	1	1

Item		
Featured	Total	p<.05
Persimmons	9	1
Plums	3	0
Potatoes	1	0
Pumpkins	1	1
Raisins	2	0
Salad Greens	1	0
Spinach	3	0
Strawberry	2	2
Sweet		
Potatoes	1	0
Tangerine	2	2
Tomatoes	6	3
Winter Squash	2	1

Outcome expectations

Five contractors measured health outcome expectations for eating fruits and vegetables. Questions addressed the belief that fruits and vegetables would make the participant smarter, see better, or think better in class. All five contractors reported a significant increase.

Availability

Two contractors measured the respondent's perception of the availability of fruit and vegetables. Changes were not significant for either contractor.

Norms

One contractor measured social norms to indicate whether the children's friends like to eat fruits and vegetables and be physically active everyday. The analysis showed an increase in social norms for eating fruits and vegetables but not for physical activity. Another contractor measured peer norms for the belief that eating fruits and vegetables every day is a good thing to do. The contractor found a significant increase in peer norms.

Physical Activity

Two contractors measured change in physical activity. One measured the number of days per week that the participants reported being physically active and found a significant increase in physical activity. The other contractor measured the number of steps per day of participants and also found a significant increase.

Utilization of Findings

In August and September 2007 the *Network* hosted 15 teleconferences with 3-4 contractors at a time, The purpose was to discuss the nutrition education activities they evaluated, the results of the evaluation and implications for subsequent nutrition education activities and evaluations.

Some contractors indicated they planned to add activities to directly address factors that influence fruit and vegetable consumption, like role plays to change self-efficacy. Others planned to work more intensively on a smaller scale rather than more diffusely on a larger scale. In some cases this meant working in fewer schools or delivering more face-to-face nutrition education sessions than previously done. The results were used in some cases to garner continued funding for further evaluations.

The results were also used to increase the rigor of the next phase of evaluations. This led to the addition of control groups, expanding the evaluation to other age groups, or continuing into the second or third year of a longitudinal evaluation.

Recommendations

Over the past 3 years of data collection the *Network* has progressively increased the number of participating contractors, the rigor of the evaluations and materials available to facilitate data collection, reporting and program improvement. This history of maturation and the results above lead to four recommendations.

Firstly, the *Network* is aware of the impact results as described above. However, a stronger interpretation of the impact could be delivered with a better understanding of the extent to which the nutrition education activities are reaching the low-income food stamp eligible populations. For this reason, the *Network* recommends that process data be collected to gauge dose delivered and dose received of the *Network*-funded nutrition education. It further recommends that this process evaluation be initiated in the school channel and later expand to other areas.

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Secondly, the *Network* needs to ensure that sound measurement methods are used to make judgments about the quality, worth and value of the interventions. The *Network* is aware that the quantitative results do not capture the positive results described in qualitative stories collected from the field and in reports. This gap reveals the need to critically examine the match between the survey tools and nutrition education activities. This would involve ensuring that appropriate survey questions exist and are used to capture change in the factors targeted by the intervention. It is also critical to ensure that the tools are valid and reliable with the low-income populations served by contractors.

Thirdly, measures of systemic, structural, institutional, and environmental changes must be used to capture change at the outer layers of the Social Ecological Model. This could be done by adding questions to existing and proposed data collection systems. It could also be done by exploring alternative evaluation designs to capture systems change.

Fourthly, the *Network* has, in the past, effectively built contractor's capacity to conduct impact evaluation and there is a need to continue this. There is often turnover at the local level bringing with it a new need for evaluation training. Even with the basic trainings the *Network* learns of new areas needing attention, like ensuring quality data collection and data entry, that are best addressed in capacity building forums like trainings, teleconferences, web-based mega-meetings and one-on-one technical assistance provided by multiple individuals. Continued capacity building is recommended.

These four recommendations will move the impact evaluation further forward. Process data will provide a clearer picture of the amount of nutrition education delivered and received; an examination of measures will provide an additional layer of confidence the gap between qualitative and quantitative results is not an issue of instrumentation; exploring alternative designs to assessing systems change may help understand the complex relations among the elements that contribute to change; and continued capacity building will allow funded projects to assess impact, think evaluatively, and build evaluation into institutional processes thereby giving it longevity.

7. Reference

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b. ANNUAL BENCHMARK SURVEY OF MEDIA IMPACT-FFY 07 Final Report

Section II. Final Report Summary for Evaluations.

Provide the information requested below for any significant evaluation efforts (costing greater than \$400,000) that were completed during the previous year.

1. Name of Project or Social Marketing Campaign

If multiple projects or campaigns were part of a single impact evaluation, please list them all.

Annual "Benchmark Survey" conducted by Field Research Corporation

Background

The California Department of Public Health - Cancer Prevention and Nutrition Section (CPNS) has been actively promoting healthy eating and physical activity to various FSNE-eligible audiences for a number of years. A centerpiece of this effort has been a statewide advertising/communications campaign targeted to low-income mothers and their preteen children. In 2004, CPNS competitively selected a new media contractor, Runyon, Saltzman & Einhorn of Sacramento, to assist with a three-year communications campaign.

In order to assess the campaign's effectiveness as well as exposure to local agency interventions promoting healthy eating and physical activity, Field Research Corporation was sub-contracted to conduct a series of annual target audience surveys to collect baseline data in FFY05 for the 2004 campaign, and subsequent tracking data collected in FFY06 and FFY07 for 2005 and 2006 campaigns. This summary draws from the March 2007 Report which provides FFY05 through FFY07 data.

Portions of the survey for the $\leq 130\%$ FPL population were FSNE funded. Alternative funding was used for comparative population segments $\geq 130\%$ FPL. Expenditures for the baseline survey conducted in FFY05 were \$385,050. FFY06 and FFY07 expenditures were \$400,365 and \$377,720 respectively. The sample size and population segments varied year to year, explaining cost fluctuation.

2. Key Evaluation Impact(s)

Identify each impact being assessed by the evaluations. For example are FSNE participants more likely than non-participants to report they intend to increase their fruit and vegetable intake? Or do a greater proportion of FSNE participants choose low-fat (1% or skim) milk in the school cafeteria compared to non-participants?

The surveys were designed to yield data on recall of recent paid advertising as well as knowledge, attitudes, beliefs and behaviors, and rates of exposure to other interventions promoting healthy eating and physical activity. The specific objectives of the baseline and tracking surveys were to assess:

- The recall rate of campaign advertising messages aired in the Fall of 2004, 2005 and 2006, measured early in FFY05, FFY06, and FFY07.
- The extent of target audience exposure to other interventions that promote healthy eating and physical activity.
- Levels of basic knowledge about healthy eating and physical activity, as well as social normative and other relevant beliefs.
- The proportion of FSNE-eligible California women who reported adopting behavioral recommendations of the *Network for a Healthy California* eating and physical activity.

3. Evaluation participants.

Describe the population being evaluated and its size. For example, all (1200) kindergarten students at public schools in on school district.

Californians Sampled in Benchmark Surveys, FFY 2005-2007

FFY05	FFY06	FFY07
Current FSP	FSP current recipients (in past 3	FSP current recipients (in past 3
participants	months) ages 18-54 who are	months) ages 18-54 who are
	mothers ² of children ages 0-18	mothers of children ages 0-18
Low-income ¹	Low-income women ages 18-54	Very low-income ³ women ages
mothers of	who are mothers of children ages	18-54 who are mothers of
children ages 0-14	$0-18 (\le 185\% FPL)^2$	children ages 0-18 (≤130% FPL,
		not receiving FS)
General adult	General population women ages	No general population sample –
population, ages	18-54 who are mothers of	replaced with externally funded
18 and older, male	children ages 0-18 (>185% FPL)	sample of 300 women from
and female		households at 131-185% FPL
Children ages 9-11	Children ages 9-11 from low-	Children ages 9-11 from very
from low-income ¹	income ¹ families (≤185% FPL)	low-income ³ families (≤130%
families		FPL)

Respondents were required to report annual household incomes \leq 185% of the Federal Poverty Level (FPL) for the year of the Survey.

² To match the *Network* target audience.

³ In FFY07, U.S. Department of Agriculture (USDA) funding guidance dictated a further composition change to the survey samples. The guidance limited funding of surveys to populations who meet FSP eligibility criteria, i.e., those with annual household incomes at or below 130% FPL. This had no impact on the Food Stamp sample, but the general population was eliminated and the income eligibility criteria were reduced from 185% of FPL to 130% of FPL for the adult and child low-income samples. The FFY07 sample is made up primarily of these very low-income mothers. External funds were found to query a small sample of FSNE-eligible women with incomes between 130-185% FPL.

4. Assignment to intervention and control or comparison conditions.

a. Describe the unit of assignment to intervention and control groups.

For example, an intervention focused on kindergarten students may assign school districts, individual schools, classrooms, or individual student to intervention and control groups.

Not applicable. This tracking survey compares results across various Food Stamp Nutrition Education (FSNE)-eligible target groups. The survey sampling methodology was as follows:

Food Stamp Recipients

Data each year were collected using computer-assisted telephone interviewing (CATI) techniques for the Food Stamp mother samples. In FFY05, the sample was drawn from the CDPH/DSS list of current Food Stamp recipients, including men and women. Given the change in the definition of the FFY06 study populations, the FFY05 adult data were reanalyzed to limit findings to comparable populations. In FFY06 and FFY07, the listed sample was used to identify current female FSP participants. This telephone method was very cost-effective. In addition, because it was possible to screen the list of Food Stamp recipients by age and gender, considerable efficiency was achieved with the Food Stamp sample. In FFY05, 536 Food Stamp recipients met the new eligibility criteria (female age 18-54) and were included in the re-analyses. In FFY06, 996 interviews were completed with Food Stamp recipients and 1,000 interviews were completed in FFY07

Low-Income Mothers

Unfortunately, there is no cost-effective approach for sampling low-income mothers and children on a household basis, so the decision was made in FFY05 to survey these populations through face-to-face interviews in shopping malls identified as being located in low-income areas. This permitted a high concentration of qualified potential respondents to be identified. While the *Network* is conscious of the shortcomings of the intercept design (*e.g.*, the inability to formally generalize findings to the populations being studied) and the potential problems presented by mixing data collection modes across the surveys, budget and efficiency concerns took precedence. A total of 1,000 adult interviews and 400 child interviews were completed in malls in FFY05 and FFY06. In FFY07, 1,300 interviews were completed with low-income mothers (1,000 at or below 130% FPL and 300 with incomes between 130%-185% FPL) and 400 with low-income children. The addition of the 300 low-income moms with incomes in the 130%-185% FPL range was done in order to better explore differences between the two income segments (again, with supplemental non-FSNE funding).

b. Describe how assignment to intervention and control groups was carried out. Be explicit about whether or not assignment was random. For example, ten kindergarten classrooms were randomly assigned to intervention and control groups.

Not applicable.

c. Describe how many units and individuals were in the intervention and control groups at the start of the intervention.

Not applicable. See sampling methodology and sample sizes described above.

5. Impact Measure(s)

For each evaluation impact, describe the measure(s) used. Descriptions should indicate if the focus is on knowledge, skills, attitudes, intention to act, behavior or something else. Each measure should also be characterized in terms of its nutritional focus, e.g. low fat food preparation, number of whole grain servings consumed, ability to accurately read food labels. Finally indicate if impact data were collected through observation, self-report, or another method.

All data were collected through self-reports. The adult survey included the following impact areas.

Advertising recall

Unaided and aided recall of *Network* television, radio and outdoor ads. Unaided recall involves no prompting to remember all or some elements of the ads. To measure aided recall, brief prompts describing the ads are used. To discount for "yea-say" (false affirmative), a prompt of a non-existent ad is given.

Exposure to other interventions

Respondents' exposure to other *Network*-sponsored efforts to increase fruit and vegetable consumption and physical activity was measured. This included distribution of brochures, posters and other similar communication products, classes and workshops, food demonstrations, and health fairs.

Fruit and vegetable consumption

Data on fruit and vegetable consumption were collected by using the CDC's Behavioral Risk Factor Surveillance Survey (BRFSS) measure.

Behavior change readiness was measured using instruments based on Prochaska's transtheoretical model. The model categorizes individuals into one of five stages of change: pre-contemplation, contemplation, preparation, action and maintenance. Two standardized behavioral measures (recommended by the National Cancer Institute's Behavioral Change Consortium) were incorporated into the stages of change assessment, one for fruit and vegetable consumption and one for physical activity.

Physical activity practices

Physical activity was measured using a series of questions patterned on the BRFSS physical activity module, a self-report measure of the number of minutes per day and days per week that a person engages in physical activity.

Parent-child support behaviors

Data were collected on whether parents discuss the benefits of healthy eating and physical activity with their children and whether they take other concrete steps to make healthier behaviors easier for their children to adopt. Examples included having cut and washed fruit ready for them to eat and taking them to sports practice.

Knowledge levels

Respondents were asked to name the recommended number of daily fruit and vegetable servings and amount of weekly physical activity for adults. Respondents were asked a series of questions to assess their knowledge about the relationship between eating fruits and vegetables, being physically active, and chronic disease and obesity.

Social normative beliefs

Respondents were asked a series of questions regarding their social normative beliefs related to eating fruits and vegetables and being physically active. Respondents were also asked their opinion about the seriousness of the obesity problem in California.

Self-efficacy beliefs

The self-efficacy items were based on those developed by Stables and pertained to a respondent's confidence in ability to eat 5 or more servings of fruits and vegetables a day and confidence in ability to be physically active for at least 30 minutes a day.

Other barriers and perceived benefits to behavior change

Respondents were asked whether they agreed with a series of statements about the barriers and benefits associated with eating fruits and vegetables and being physically active.

a. Describe the points at which data were collected from intervention and control group participants.

For example, these points may include pre-test or baseline, midway through the intervention, post-test as intervention ends or follow-up some weeks or months after the intervention ends.

In order to capture data for advertising for each federal fiscal year ending in September, the surveys are conducted in the early part of the following federal fiscal year. Thus, the Baseline was conducted in the fall of 2004 (FFY05); second year data were collected between December 2005 and January 2006 (FFY06); third year data were collected between October and December 2006 (FFY07).

Advertising ceased in October or early November prior to fielding each survey.

6. Results

Compare intervention and control groups at each measurement point, by individual measure. Report the number of intervention and the number of control group participants measured at each point. Describe any tests of statistical significance and the results.

Overview of Advertising Campaigns

In order to gain full perspective of the findings from the annual surveys, a summary of advertising campaigns for each fiscal year is as follows:

FFY 2005 Survey (advertising appeared during the 2004 calendar year)

During the first half of 2004, ads developed by the *Network*'s former advertising agency aired for approximately six weeks on TV and radio in Fresno, Los Angeles, Monterey, Sacramento, San Diego, and San Francisco. Separate creative campaigns were tailored to three low-income targets described as a) multi-cultural English language b) Latino Spanish language c) African America.

While the primary strategy for each ad campaign was to increase fruit, vegetable and physical activity consumption, the positioning was different for each. See Exhibits I through IV for advertising storyboards.

1 st Half 2004 Creative Strategies			
Target	Commercial Title	Positioning	
Multi-Cultural English Language	One Size Fits All, Children's Future	Obesity Prevention	
Latino Spanish Language	Reasons	Family Togetherness	
African American	Beauty Produce	Beauty/Health Benefits	

During the second half of 2004, eleven weeks of TV and six weeks of radio ran in the same markets, and a significant amount of outdoor advertising was added to the media mix. The creative strategy was modified to a single-minded positioning of preventing childhood obesity. Increased consumption of fruits and vegetables and physical activity were underlying support points. "The Figures Don't Lie" was the predominant tagline. See Exhibits VI and VII for advertising storyboards.

2nd Half 2004 Creative Strategies			
Target Commercial Title Positioning			
Multi-Cultural English Language	Paper Dolls, School Daze	Childhood obesity prevention	
Latino Spanish Language	Paper Dolls	Childhood obesity prevention	
African American	Paper Dolls, School Daze	Childhood obesity prevention	

A dedicated Power Play! children's advertising campaign ran for six weeks on TV in Bakersfield, Los Angeles and Santa Barbara, and on Radio Disney in Fresno, Los Angeles, Sacramento and San Francisco during the first half of 2004. The creative strategy focused on the health and taste benefits of increased fruit and vegetable consumption in an upbeat spot entitled Backstage, featuring Disney celebrity, Lalaine. See Exhibit V for a storyboard of Backstage. In the second half of the year, the market list was expanded to include Bakersfield, Chico, Eureka and San Diego. TV advertising increased to approximately 10 weeks. Radio Disney was also utilized for approximately 8 weeks.

FFY 2006 Survey (advertising appeared during the 2005 calendar year)

Advertising commenced in August, 2005, following several months of strategic and creative development. An advertising campaign entitled "Front Lines" was created to call out the health risks of childhood obesity. The campaign targeted low-income English- and Spanish-language women with children, and it highlighted increased consumption of fruits, vegetables and physical activity. "Childhood Obesity, Don't Take It Lightly" was the tagline. See Exhibit VIII and IX for Front Lines storyboards.

Media plans were tailored by market to address FSNE audience size, income levels, and ethnic population profiles in Bakersfield, Chico, Eureka, Fresno, Los Angeles, Monterey, Sacramento, San Diego and San Francisco. English- and Spanish-language TV, Spanish-language radio, African American-targeted radio and significant levels of English- and Spanish-language outdoor were used in various combinations.

2005 Creative Strategy			
Target Commercial Title Positioning			
Multi-Cultural English Language	Front Lines Doctor, Teacher	Childhood obesity prevention	
Latino Spanish			
Language	Front Lines Pediatra, Maestra	Childhood obesity prevention	
African American	Front Lines Doctor	Childhood obesity prevention	

Due to stricter FNSE guidelines issued by USDA in FFY05, advertising to children was eliminated.

FFY 2007 Survey (advertising appeared during the 2006 calendar year)

Front Lines continued to run in 2006, with approximately 15 weeks of English-and/or Spanish-language TV in Bakersfield, Fresno, Los Angeles, Monterey, Palm Springs, Sacramento and San Diego. Eleven weeks of Spanish-language radio ran in Bakersfield, Fresno, Los Angeles, Monterey, Palm Springs and San Diego. A significant level of English- and/or Spanish-language outdoor also ran in most markets.

The *Network* chose not to develop a dedicated media plan targeted to African American women based on research showing a significantly higher viewing level of TV programming purchased for *Network* advertising among this audience relative to other populations. African American radio was also eliminated from the media plan due to the difficulty of justifying low income levels of station listeners per FSNE Guidelines.

While low-income African American women are a primary target for the *Network*, findings from the FFY06 survey indicated this segment had the highest awareness of the Front Lines ad campaign, supporting the decision to not provide incremental advertising support. High awareness may be due to an African

American woman playing the role of the Front Lines Doctor for both TV and outdoor advertising.

2006 Creative Strategy			
Target Commercial Title Consumer Proposition			
Multi-Cultural English Language	Front Lines Doctor, Teacher	Childhood obesity prevention	
Latino Spanish Language	Front Lines Pediatra, Maestra	Childhood obesity prevention	

The third Benchmark Survey conducted early in FFY07 assessed awareness of the 2006 campaign and was used to guide planning for the 2007 "Ownership" advertising concept and new Champions for Change brand, launched in May of 2007.

Major Findings from the Adult Survey (excerpts only)

This section will first address key findings from the Adult Surveys from which implications and deductions were drawn and interjected into strategic development for FFY07 communications. Following the key findings is a recap of additional findings related to exposure to non-advertising interventions, other barriers to behavior change and results of the Children's Survey.

The FFY07 Survey was not funded for general market populations, and thus only two population segments will be compared in the findings: a) Food Stamp Moms (FSMs) defined as women with children receiving food stamps b) Low-Income Moms (LIMs) defined as women with children living in \leq 185% FPL households, not receiving food stamps.

Advertising Recall

Unaided and aided recall of *Network* advertising was consistently higher among FSMs versus LIMs. Additionally, recall among FSMs has increased each year of the study. It is not known why awareness dropped in FFY05 among LIMs, but it is possible that ads with large FSP snipes (banner with USDA messaging) on outdoor advertising in 2005 caused some moms to discount the message. The snipes were made less prominent in 2006.

California Nutrition Network					
Unaided and Aided Recall of Any Nutrition Network Campaign Ad*					
<u>FFY05</u> <u>FFY06</u> <u>FFY07</u>					
Unaided Recall					
Food Stamp Moms	6%	14%	16%		
Low-Income Moms	4%	7%	13%		
Unaided and Aided Recall					
Food Stamp Moms	66%	68%	76%		
Low-Income Moms (<185% FPL)	71%	45%	64%		

^{*}TV, Radio, Outdoor during three months prior to survey

Deductions/Implications

- The higher awareness levels among FSMs vs. LIMs may be due to a stronger predisposition to health and nutrition-related messaging received through other USDA programs such as WIC. WIC is mentioned frequently as a source of nutrition education in *Network* focus groups. Increased awareness among FSMs might also be partially due to the USDA Food Stamp Program acknowledgment in all *Network* ads, creating a stronger connection for those receiving food stamps.
- Evolving to a more focused, single-minded, multi-lingual message targeted to mothers of all colors as opposed to separate consumer propositions for different ethnicities is working.
- A more refined media plan employing fewer advertising vehicles, greater buy
 efficiencies achieved through successful negotiating techniques, and the
 elimination of children's advertising in 2005 resulted in the ability to purchase
 more weeks and heavier levels of advertising weight directed to FSMs, thus
 contributing to stronger awareness levels.
- Repeating the Front Lines campaign during 2006 led to increased awareness over time.

Ethnic Differences

Recall scores among ethnicities receiving a greater concentration of advertising weight, specifically African American and Hispanic mothers, continue to outpace recall scores of other ethnicities. And, consistent with the table above, trends are higher among FSMs versus LIMs for all ethnicities.

California Nutrition Network				
Unaided and Aided Recall of Any Nutrition Network Campaign Ad*				
by Race/Ethnicity				
	FFY05	FFY06	FFY07	
Food Stamp Moms				
African American	68%	76%	84%	
Hispanic	70%	66%	80%	
Caucasian	58%	70%	69%	
All Other	64%	44%	45%	
Low-Income Moms (<185% FPL)				
African American	60%	52%	63%	
Hispanic	73%	50%	68%	
Caucasian	68%	36%	55%	
All Other	78%	31%	57%	

^{*}TV, Radio, Outdoor during three months prior to survey

Deductions/Implications

• The *Network*'s advertising efforts to target low-income African American and Latino women with children are working.

Regional Differences

Geographic measures indicate that recall is highest in regions that receive significantly higher levels of advertising, as opposed to regions with minimal advertising.

California Nutrition Network Unaided and Aided Recall of Any Nutrition Network Campaign Ad* by Geographic Region, FFY07			
	Food Stamp Moms	Low-Income Moms	
Highest Advertising Level			
Los Angeles	89%	80%	
Inland Empire	77%	77%	
Central Valley	76%	71%	
Low Advertising Level			
Orange County/San Diego	59%	38%	
Bay Area (San Francisco)	49%	38%	
Other California Counties	57%	69%	

^{*}TV, Radio, Outdoor during three months prior to survey

Note: The Benchmark Survey combines Orange County and San Diego into one region. However, Orange County is part of the Los Angeles media market and, therefore, most likely has much higher recall than San Diego, which receives relatively low advertising levels due to this market's overall higher median income and related non-conformance to USDA Guidelines.

Knowledge Levels

The vast majority of FSMs and LIMs know that being overweight or obese can cause serious health problems.

"Being overweight or obese can cause serious health			
problems like diabetes, cancer or heart disease."			
	Agree		
	<u>FFY05</u>	FFY06	FFY07
Food Stamp Moms	98%	98%	98%
Low-Income Moms (<185% FPL)	96%	94%	94%

"Being overweight or obese is a serous problem among children in California."			
	Agree		
	FFY05	FFY06	FFY07
Food Stamp Moms	94%	94%	94%
Low-Income Moms (<185% FPL)	90%	89%	90%

Additionally, most mothers know that fruit and vegetable consumption and being physically active helps reduce the risk of serious disease.

"Eating fruits and vegetables does not reduce your risk of getting diseases like diabetes, cancer or heart disease."			
	Disagree		
	<u>FFY05</u>	FFY06	FFY07
Food Stamp Moms	66%	66%	72%
Low-Income Moms (<185% FPL)	74%	57%	67%

"Being physically active will help reduce your risk of getting			
diseases like diabetes, cancer or heart disease."			
	Agreed		
	FFY05	FFY06	FFY07
Food Stamp Moms	92%	93%	94%
Low-Income Moms (<185% FPL)	89%	89%	87%

However, significantly fewer FSMs and LIMs are knowledgeable about the specifics of recommended prevention behaviors. In FFY07, 40% of FSMs and 50% of LIMs did not know the recommended number of daily servings of fruits and vegetables, and approximately two-thirds did not know what the physical activity recommendation was.

There has been a significant decrease in knowledge about the eating recommendation among LIMs since FFY05. The data on physical activity have not changed over time.

Knowledge of Recommended Daily Servings of Fruits and Vegetables An Adult Should Eat Every Day for Better Health			
	5 or More Servings*		
	<u>FFY05</u>	FFY06	FFY07
Food Stamp Moms	60%	57%	60%
Low-Income Moms (<185% FPL)	56%	53%	50%

^{*}Although the 2005 Dietary Guidelines for Americans changed the recommended daily consumption of fruits and vegetables from 5 a day to varying cup quantities based on gender, age, and physical activity level, this measure has not been changed in order to facilitate yearly tracking, and because a new measure addressing recommended daily consumption has not been validated.

Knowledge of Recommended Minutes and Days a Week			
An Adult Should Be Physical Active			
At Least 5 Days a Week, and At Least 30 Minutes			
	<u>FFY05 FFY06 FFY07</u>		
Food Stamp Moms	30%	31%	32%
Low-Income Moms (<185% FPL)	33%	33%	33%

Deductions/Implications

- The *Network's* target audience needs no further reinforcement that tells them being overweight or obese are health risks, and that being physically active will help reduce risks of getting such diseases such as diabetes, some types of cancer and heart disease. The *Network's* health education interventions need to continue creating a deeper understanding of the recommended consumption levels of fruits, vegetables and physical activity. Knowledge of ways to prepare fruits and vegetables, time- and money-saving tips, and how to get children to eat fruits and vegetables is clearly needed (this implication has also been validated in focus groups).
- A stronger link between eating fruits and vegetables and reducing the risks of
 diseases such as diabetes, some cancers and heart disease should be pursued.
 In FFY07, there were still over one-quarter of FSMs and one-third of LIMs
 who disagreed that eating fruits and vegetables help to reduce such risks.
 Forty-four percent of both target segments strongly disagreed.
- In recognition of these implications, the *Network* has been exploring and producing more information-intense interventions for the FSNE audience, including Harvest of the Month; the 2006 Food Stamp Office Resource Kit; the 2007 Direct Mail Piece; the new www.cachampionsforchange.net Web site; the widely-distributed fruit and vegetable slide guide; and the Fruit and Vegetable and Physical Activity Empowerment brochures.

Self-Efficacy Beliefs

The data on self-efficacy suggest that the majority of FSMs and LIMs who recently made healthy changes related to fruit and vegetable consumption and physical activity or were considering doing so in the next six months believed they were able to do so. However, the numbers dropped significantly for those with a high degree of confidence in their ability.

For example, in FFY07, 86% of LIMs said they could follow the *Network* recommendation for fruit and vegetable consumption, but the proportion that was very sure was only 50%. The data were similar for FSMs: 71% said they could follow the recommendation, but only 31% said they were very sure of their ability to do so. For the physical activity recommendation, the pattern is similar: while about 90% of mothers in both samples said they could adopt it, far fewer (55-60%) said they were very sure they could.

Confidence in Ability to Eat 5 or More Servings of Fruits and Vegetables a Day If Not Currently Eating 5 or More, or Intend to in the Future			
	Sure		
	FFY05	FFY06	FFY07
Food Stamp Moms	76%	74%	71%
Low-Income Moms (<185% FPL)	81%	82%	86%
	Very Sure		
Food Stamp Moms	32%	33%	31%
Low-Income Moms (<185% FPL)	37%	41%	50%

Confidence in Ability to Be Physically Active for At Least 30 Minutes a Day			
	Sure		
	FFY05	FFY06	FFY07
Food Stamp Moms	82%	86%	88%
Low-Income Moms (<185% FPL)	90%	90%	91%
	Very Sure		
Food Stamp Moms	51%	54%	55%
Low-Income Moms (<185% FPL)	58%	55%	60%

Deductions/Implications

• This key finding played a significant role in the development of the *Network's* 2007 Champions for Change Ownership campaign, which is designed to increase self-efficacy through empowerment. The campaign engages actual FSMs and LIMs to impart inspiration and encouragement to the FSNE target. By "walking the walk," Champion Moms are telling other Moms that "if I can do it, so can you."

Additional Key Findings (Data tables not shown)

Exposure to Other Interventions

In the FFY07 tracking survey, more FSMs (79%) than LIMs (62%) reported exposure to non-advertising interventions in the three months prior to the interview. These percentages, which have changed little since the baseline survey, are high and suggest that non-advertising interventions may be reaching as many FSNE-eligible woman with children as *Network* paid advertising, and may be reaching the *Network*'s primary audience of Food Stamp mothers in particular.

Of these other interventions, the most common were printed communication products. The next most common intervention is participation in a class or workshop. Medical facilities and WIC clinics were the most commonly mentioned information source.

In addition to these products distributed through community channels, many parents across the two low-income audiences reported exposure to printed materials brought home from school by their children.

Sizeable numbers of FSMs and LIMs (21% each) participated in a class or workshop about eating fruits and vegetables or being physically active. Smaller percentages attended live food demonstrations (14% FSMs/19% LIMs), and marginal numbers of both segments said they attended health fairs or festivals where healthy eating and physical activity were promoted.

Other Barriers To Behavior Change

Of the three barriers to fruit and vegetable consumption examined in the research, cost is important for the largest number of mothers, about four-in-ten in both samples in FFY07. Concern about cost has actually increased over time among LIMs.

Fruit and vegetable access ranked lower as a barrier although concern about it has also increased among LIMs. In FFY06, about one-quarter of the target audiences agreed that they had difficulty finding "good, fresh fruits and vegetables" where they shopped.

Concern about a third barrier, preparation time, has also increased over time among LIMs who, in FFY07, were more likely than FSMs to be concerned about it: 19% of LIMs agreed that it was a barrier as compared with only 10% of FSMs.

In terms of physical activity, the expense of gym memberships, clothes and equipment was the most important barrier across the study populations. Seventy-six percent of FSMs and 59% of LIMs agreed that it was a barrier in FFY07. Lack of time for physical activity was important to fewer respondents, about one-third of both samples in FFY07. Lack of access to safe places for physical activity was a concern to about one-in-three respondents in both samples.

Major Findings from the Children's Survey (excerpts only)

Advertising Recall

Aided recall of *Network* advertising increased from 31% in FFY06 to 49% in FFY07. This is less than the 60% recall score at baseline in FFY05. FSNE funding restrictions eliminated television and radio advertising to children starting in 2005.

Exposure To Non-Advertising Interventions

Nearly all of the 9- to 11-year-olds in our sample, 95%, reported exposure to non-advertising-related interventions in the three months prior to the interview. This is a significant increase from FFY06 when the rate of exposure was 88%.

Behavioral Intentions

Although no data on eating or physical activity practices were collected from the 9- to 11-year-old respondents in FFY07, about three-quarters said that they would eat fruit and vegetable snacks if they were served at home or school. This is a significant decline from the 85% seen at the baseline FFY05.

Knowledge Levels

As with the Adult Surveys, the data on youth knowledge levels are a cause for concern. In FFY07 only 28% knew the recommended daily level of fruit and vegetable consumption, a decrease from 41% in FFY05. Only 27% knew that at least 60 minutes of daily physical activity is recommended for children, a percentage that has remained stable over time.

Social Normative Beliefs

There seems to be broad but somewhat weak social support for eating fruits and vegetables and being physically active. For example, in FFY07, overall 77% completed the statement "most kids my age think that eating fruits and vegetables is..." by selecting the options "a very good thing" or "a good thing". However, the support is somewhat weak as evidenced by the almost even division between those reporting that the behavior is a "very good" (35%) as opposed to a "good" (42%) thing.

Beliefs About Benefits and Barriers

Three-quarters (77%) of 9- to 11-year-old respondents agreed that eating the recommended amount of fruit and vegetables "will make them stronger," a decline from FFY05 when the percentage was 93%. Two other potential benefits of fruit and vegetable consumption also drew broad agreement: "thinking better in class" (71%) and "keeping from getting fat" (66%). These latter percentages are also down from baseline levels in FFY05.

In terms of barriers associated with the behaviors, only two were tested in the children's survey. One was the idea that "friends would make fun of me" for eating fruits and vegetables, with which 40% agreed in FFY07, a significant increase from baseline of 22%. The other was the idea that physical activity "would make me get hurt," which 35% agreed with in FFY07, about the same percentage as in FFY05.

Self-Efficacy

In FFY07, the vast majority of 9- to 11-year-olds felt a sense of self-efficacy about being able to eat the recommended amount of fruit (83%) and vegetables (69%) every day. Large numbers also felt efficacious about asking for someone in the family to buy (85%) and prepare (79%) fruits and vegetables. Eighty-one percent felt able to ask parents to sign them up and take them to organized activities. All of these percentages have significantly declined over time, however; in each instance, intensity levels have also declined over time.

Conclusion

The annual Benchmark and Tracking Surveys play a significant role in the strategic development of the *Network*'s consumer communication plans. Mining the abundance of rich data and using key findings to develop strategy related to creative development and media planning translates to a smart investment of FSNE funds.

7. Reference

Provide a contact for additional details and a reference to any other report of the evaluation.

Sharon Sugerman, MS, RD; sharon.sugerman@cdph.ca.gov
Susan Pennel; susan.pennel@cdph.ca.gov

Bye, L., O'Connor, S., Hwang, G., and Brown, M. The California Nutrition Network 2006 Tracking Survey, Field Research Corporation, San Francisco, CA. March 2007.

Bye, L., O'Connor, S., Hwang, G., and Brown, M. The California Nutrition Network Survey: Years 2004-2005, Field Research Corporation, San Francisco, CA. 2006.

Bye, L., O'Connor, S., and Barry, S. The 2004 California 5 a Day Benchmark Survey, Field Research Corporation, San Francisco, CA. 2004.



VO: More than half of Californians are overweight or obese.



If you're one of them, finding comfortable clothes is probably a challenge.



Being overweight increases the risk of heart disease, Type 2 diabetes, and cancer.



But you can reduce the risk. Go for a brisk walk every day. Eat fruit for a snack,



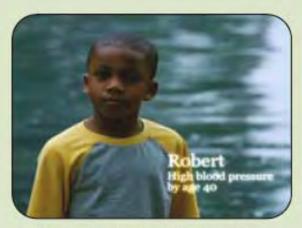
and have a variety of vegetables with lunch and dinner.



If you don't, that gown comes with some accessories.



VO: These children look healthy - for now.



But they may be heading toward serious health problems later.



And the way they eat today will create their habits for a lifetime.



You can give your kids a better future. Make sure they eat five to nine servings of colorful fruits and vegetables,



and get at least 60 minutes of physical activity every day.



Give your family a healthier tomorrow - today.



MFX: MUSIC THROUGHOUT SUPER: More smiles.



SUPER: More Energy.



SUPER: Better Health.

VO: Algunas de las muchas razones para comer de 5 a nueve porciones de frutas

VO: Some of the many reasons to eat 5 to nine servings of colorful fruits



y vegetales de diferentes colores y hacer por lo menos 30 minutos de actividad física todos los días.

and vegetables and get at least 30 minutes of physical activity every day.



Es Tan Fácil. It's So Easy.



SUPER: Happiness.



SFX: CANNED GROCERY STORE MUSIC



WOMAN: I need some things from this aisle.



VO: Fruits and vegetables can do a lot more for your health and your looks than you think.



They can even reduce the risks of cancer, Type 2 diabetes and heart disease.



So make sure you eat 5 to nine servings of colorful fruits and vegetables and get at least 30 minutes of physical activity every day.



It's So Easy.



LALAINE: Hey there, I'm Lalaine. Acting and singing keep me pretty busy. So do you wanna know how I stay on top of things?



I skate. I dance. I play basketball. I also eat lots of fruits and vegetables.



They give me the power and energy to be my best.



Eat five or more servings of colorful fruits and vegetables and get at least 60 minutes of power play every day.



It's So Easy.

SFX: MUSIC INTRO AND CROWD CHEERING.



MFX: LALAINE SINGING







There's a crisis in California. More than half of us are overweight.



With all the talk about being overweight, the advice experts agree on



is to eat more fruits and vegetables as part of a healthy diet and be physically active.



Eating 5 or more servings of colorful fluits and vegetables and being active every day, will help our kids stay healthy and fit. Eat smarter, be active and get healthy California.



Because the figures don't lie.





You talked to your kids about drugs and alcohol.



You even got through that conversation about sex.



Now isn't it time you talked to them about...



unch?



With all the talk about being overweight, the advice experts agree on is to eat more fruits and vegetables as part of a healthy diet and be physically active. Eating 5 or more servings of colorful fruits and vegetables and being active every day, will help our kids stay healthy and fit. Eat smarter, be active and get healthy California.



DOCTOR: I have this patient, Cheryl.



She's 5 feet, 155 pounds. Type 2 diabetes, high blood pressure...



fairly typical for an overweight woman in her 60's.



What's so upsetting is ... I 'm a pediatrician... and Cheryl is 12.



VO: Too much high-calorie food and not enough physical activity are destroying the health of our children.



So make sure your kids eat lots of fruits and vegetables and get at least an hour of physical activity every day.



For information, call or visit our website.



DOCTOR: Childhood obesity. Don't take it lightly.



TEACHER: If five kids at school came down with some killer disease, there'd be a huge outcry.



Well, I have five 4th graders who are obese...



It's ruining their health...



and nobody acts like anything's wrong.



VO: Too many fattening foods and not enough physical activity can greatly increase a child's risk of Type 2 diabetes and hypertension.



So make sure your kids eat lots of fruits and vegetables and get at least an hour of physical activity every day.



For information, call or visit our website.



TEACHER: Childhood obesity. Don't take it lightly.

c. <u>Children's Power Play! Campaign School Idea & Resource Kits</u> Evaluation – FFY 07 Final Report

Section II: State Nutrition Education Final Report Summary FYY 07

Section II. Final Report Summary for Evaluations.

Provide the information requested below for any significant evaluation efforts (costing greater than \$400,000) that were completed during the previous year.

Note: This summary is being included as part of the *Network*'s FFY07 final report because staff time was dedicated to this project during FFY 07.

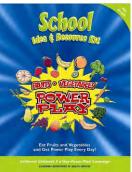
1. Name of Project or Social Marketing Campaign

If multiple projects or campaigns were part of a single impact evaluation, please list them all.

Children's Power Play! Campaign School Idea & Resource Kits Evaluation

The Children's Power Play! Campaign (Campaign) evaluated the impact of the 4th and 5th grade School Idea & Resource Kits (SIRK) on the psychosocial determinants of fruit and vegetable intake and physical activity of children attending FSNE-eligible schools in California. The study cost was approximately \$100,000 excluding staff time, and was conducted by Cancer Prevention and Nutrition Section (CPNS) staff with subcontractors hired for both study coordination (recruitment, training logistics, distribution and collection of study materials) and data entry (Health and Education Communication Consultants and WestEd. respectively). The grade-specific study intervention consisted of 10 classroom-based nutrition and physical activity education lessons. Trained teachers received the SIRK and a set of student workbooks with all of the handouts necessary to complete the lessons. Teachers were asked to complete the activities at their own pace over the eight-week study period. Study design occurred in FFY 2004, the intervention in FFY 2005, data entry and analysis in FFY 2005 and 2006, and preparation of a journal article in FFY 2007.





The 4th and 5th grade *SIRKs* each feature 10 fruit and vegetable and physical activity lessons. (available for download at http://www.dhs.ca.gov/ps/cdic/cpns/powerplay/pp_resources.htm)
The *SIRKs* build from simple introductory activities to more advanced activities that involve kids in setting goals, spreading the word about healthy eating and

physical activity, and advocating for healthy changes in their environments. Fifth-grade activities reinforce the concepts in the fourth-grade *Kit*, allowing children to apply previously learned concepts in new, more advanced ways. Activities support the National Health Education Standards and link to the California Content Standards in Mathematics and English/Language Arts. The *Campaign* uses a community-based approach with theoretical underpinnings from the Resiliency Theory, which posits that children are more resistant to risks when they have been empowered to make healthy choices themselves, and the Social Learning Theory, which suggests that there is an interplay among children, their behavior, and the social and physical environment.

2. Key Evaluation Impact(s)

Identify each impact being assessed by the evaluations. For example are FSNE participants more likely than non-participants to report they intend to increase their fruit and vegetable intake? Or do a greater proportion of FSNE participants choose low-fat (1% or skim) milk in the school cafeteria compared to non-participants?

It was hypothesized that the revised 4th and 5th grade *SIRKs* would improve fruit and vegetable and physical activity knowledge, self-efficacy and outcome expectations, as well as fruit and vegetable peer norms. The *SIRKs* had been enhanced in 2003 to address the changing needs in the evolving fields of nutrition, physical activity, and education. When revised, the *SIRK* incorporated gradespecific activities (developed separate *SIRKs* for each grade rather than using the same lessons for both grades) to provide stronger links to the core academic subjects of the California Content Standards and integrated physical activity into the classroom-based nutrition education lessons in response to growing concerns about decreasing levels of physical activity and the large amount of time spent by children being sedentary. The significant revisions to the *SIRK* warranted a new evaluation to measure the effectiveness of the school-based intervention. Readers should note that the *SIRKs* were revised prior to the release of the 2005 Dietary Guidelines for Americans, so the change from cups to servings was not tested in this study.

3. Evaluation participants.

Describe the population being evaluated and its size. For example, all (1200) kindergarten students at public schools in on school district.

A total of 1,154 fourth and fifth grade students participated, representing 56 classrooms and 31 schools across California. All schools included in the evaluation were Food Stamp nutrition education (FSNE) eligible, meaning that at least 50 percent of the students were enrolled in the free and reduced-price school meal program. All were non-*Network* schools, meaning they did not participate in the LIA program or *Children's Power Play! Campaign*. The purpose of using these schools was to have a clean sample unbiased by *Network* nutrition education messages and materials.

4. Assignment to intervention and control or comparison conditions

a. Describe the unit of assignment to intervention and control groups.

For example, an intervention focused on kindergarten students may assign school districts, individual schools, classrooms, or individual student to intervention and control groups.

A database of 1,531 qualifying elementary schools was created using the California Department of Education's free and reduced-price school meal data from 2002 to 2003. Randomly selected schools were faxed a recruitment letter to request school participation. The unit of assignment was schools.

b. Describe how assignment to intervention and control groups was carried out.

Be explicit about whether or not assignment was random. For example, ten kindergarten classrooms were randomly assigned to intervention and control groups.

Once schools agreed to participate, they were randomly assigned to either the control or intervention group and the interested 4th and 5th grade teachers were asked to attend a training to discuss the details of the study. Teachers were given intervention or control packets at the training, based on the school's random assignment. The trainings were conducted by both CPNS and Health and Education Communication Consultants staff.

c. Describe how many units and individuals were in the intervention and control groups at the start of the intervention.

A total of 703 children from 18 schools in 12 districts participated in the intervention group and 451 children from 13 schools in 6 districts were in the control group.

5. Impact Measure(s)

For each evaluation impact, describe the measure(s) used. Descriptions should indicate if the focus is on knowledge, skills, attitudes, intention to act, behavior or something else. Each measure should also be characterized in terms of its nutritional focus, e.g. low fat food preparation, number of whole grain servings consumed, ability to accurately read food labels. Finally indicate if impact data were collected through observation, self-report, or another method.

The impact measures for the evaluation included fruit and vegetable and physical activity knowledge, self-efficacy, outcome expectations, and fruit and vegetable peer norms. The data were collected using valid and reliable measures drawn from existing literature, with additional knowledge questions developed directly

from the content of the *SIRK* activities. The survey was administered by the trained classroom teachers.

The knowledge questions focused on the benefits of and the daily recommendations for fruit and vegetable intake and physical activity and consisted of True/False and multiple choice items. The measure included items such as "Eating fruits and vegetables protects you from diseases;" "How many servings of vegetables do kids your age need every day;" and "Why is physical activity good for kids?." The self-efficacy questions focused on the child's intent to eat, ask, and shop for fruits and vegetables and on improving the child's confidence to eat and have access to more fruits and vegetables and be more physically active. The scale measured responses on a 5 point Likert scale and consisted of items such as "I think I can ask for fruits and vegetables;" and "I think I can eat 2 or more servings of fruits and vegetables."

The outcome expectations questions focused on the child's beliefs about the negative and positive impacts of fruit and vegetable consumption and physical activity. The responses were also measured on a 5 point Likert scale and questions consisted of items such as "If I eat fruits and vegetables every day, I will be healthier" and "If I were to be physically active most days, it would help me control my weight."

Fruit and vegetable peer norms questions measured responses on a 3-point Likert scale and focused on the influence that social norms and peers have on eating fruit and vegetables.

a. Describe the points at which data were collected from intervention and control group participants.

For example, these points may include pre-test or baseline, midway through the intervention, post-test as intervention ends or follow-up some weeks or months after the intervention ends.

Teachers participating in the intervention group administered a pre-test prior to implementing the 10 lessons from the *SIRKs* and a post-test at the end of the eight-week study period. The teachers in the control group administered the same pre-test at the beginning of the study and the same post-test at the end of the eight-week period.

6. Results

Compare intervention and control groups at each measurement point, by individual measure. Report the number of intervention and the number of control group participants measured at each point. Describe any tests of statistical significance and the results.

Children who received the intervention were significantly more likely than children in the control group to increase knowledge about the number of servings of fruits and

vegetables combined (p<.001) and the number of servings of vegetables alone (p<.01) needed for good health, as well as the vitamin C obtained from eating fruits and vegetables (e.g., vitamin C; p<.05). Only fourth graders showed a statistically significant difference between intervention and control for improvements in knowing the different fruit and vegetable quantities that equal a serving (e.g., 1/4 cup dried fruit, 1 medium-sized fruit, etc.; p<.05). Fifth-grade intervention children were significantly more likely than those in the control group to show improvements in positive fruit and vegetable outcome expectations (P<.0001). For fruit and vegetable self-efficacy, children who participated in the intervention were significantly more likely than control children to show improvements in asking, shopping, and eating self-efficacy (e.g. asking/shopping; P = .039 and eating; P<.0001).

A significant increase in physical activity knowledge was demonstrated in the intervention group, specifically about the daily recommended number of minutes of physical activity needed for good health and the health benefits of getting physical activity (e.g., gives you energy, keeps you from getting sick, builds healthy bones and muscles, and helps you pay attention in school) (2 items, P < .001). In addition, significant increases in physical activity outcome expectations (e.g., beliefs that regular physical activity would help children be healthy, control weight, get/stay in shape, be fun, etc.) were shown for intervention children (P=.014). Intervention children demonstrated an increase in one of the two self-efficacy measures tested in this study, as well as demonstrated significant improvements in physical activity support seeking self-efficacy (e.g., confidence in their ability to ask for help getting physical activity; P=.037).

To conclude, the *SIRKs* serve as effective tools for interventions delivered by classroom teachers to improve psychosocial determinants of fruit and vegetable intake and physical activity such as knowledge, beliefs, and self-efficacy of fourth-and fifth-grade children. They also address the need for grade appropriate, cost-effective nutrition and physical activity education to help stem the rise in overweight and obesity related health problems among ethnically diverse, low-income children. Future studies should investigate strategies to overcome barriers to physical activity, as well as identify activities that address negative outcome expectations for fruit and vegetable consumption.

Based upon the successful results of the study, the new *SIRKs* were introduced to schools through the *Regional Networks for a Healthy California* and in FFY 2006 were used in 480 schools by 2,800 teachers, reaching approximately 97,000 low-income fourth- and fifth-grade children.

7. Reference

Provide a contact for additional details and a reference to any other report of the evaluation.

Contacts within the Cancer Prevention and Nutrition Section include Tanya Garbolino, MBA, *Children's Power Play! Campaign*, 916-449-5413; Reba

Meigs, MPA, *Children's Power Play! Campaign*, 916-449-5410; Angie Keihner, MS, Research and Evaluation Unit, 916-449-5389; and Desiree Backman, DrPH, MS, RD, Fruit, Vegetable, and Physical Activity Campaigns Unit, 916-449-5409.

d. FOOD STAMP OFFICE RESOURCE KIT PROJECT -FFY 07 Final Report

Section II. Final Report Summary for Evaluations.

Provide the information requested below for any significant evaluation efforts (costing greater than \$400,000) that were completed during the previous year.

Note: This summary is being included as part of the *Network*'s FFY07 final report because the evaluation activities were conducted and costs were billed to the FFY 07.

1. Name of Project or Social Marketing Campaign

If multiple projects or campaigns were part of a single impact evaluation, please list them all.

Food Stamp Office Resource Kit (FSORK) Evaluation. The *FSORK* brings Food Stamp Nutrition Education (FSNE) in waiting areas of food stamp offices using audio visual and print materials. Its purpose is to help low-income Californians learn how to purchase and prepare low-cost, nutritious meals and snacks for themselves and their families using food stamps. The *FSORK* materials in food stamp offices, combined with other nutrition education community efforts, promote better health among low-income Californians.

FSORK materials were designed to improve knowledge, skills, and intention regarding healthy eating practices, fruit and vegetable consumption, and physical activity. The FSORK was developed in collaboration between the California Department of Public Health, Network for a Healthy California (formerly California Department of Health Services', California Nutrition Network), the California Department of Social Services Food Stamp Program, and the Western Regional Office of the U.S. Department of Agriculture's Food and Nutrition Service, with input from the California Welfare Directors Association. The Network is the largest single provider of FSNE in the nation.

The evaluation was conducted by Loma Linda University, Health Research Consulting Group and CDPH state staff. The estimated out-of-pocket cost of the FSORK evaluation study, exclusive of staff time and travel costs was in the amount of \$38,000.

The FSORK is available in English and Spanish, includes a 20-minute video, poster, brochures, recipe cards, and a resource guide. The resource guide provides food stamp office staff with phone numbers of pertinent health, nutrition and physical activity resources by county in which they can provide individuals who request further health information. Suggested use is that the video, called "Good Food TV", be shown on a continuous loop throughout the day in the food stamp office waiting area. The poster titled "Food Stamps Can Help Put Healthy Food on Your Table" and recipe cards complemented the video. A poster display (floor or wall) with brochure rack containing

the poster, brochures focusing on tips for healthy eating and shopping for low-income families, and recipe cards were displayed in the waiting area.

The *FSORK* intervention has been delivered to over 255 certified food stamp offices statewide in November 2006.

The *FSORK* evaluation consisted of two phases; an exit survey and observation study. Implementation of evaluation efforts took place in four food stamp offices in four different counties. In addition, a survey was sent requesting food stamp coordinators to provide feedback on the implementation of the *FSORK* at the food stamp certification sites in their respective counties.





2. Key Evaluation Impact(s)

Identify each impact being assessed by the evaluations. For example are FSNE participants more likely than non-participants to report they intend to increase their fruit and vegetable intake? Or do a greater proportion of FSNE participants choose low-fat (1% or skim) milk in the school cafeteria compared to non-participants?

The aim of the *FSORK* study was to evaluate the usefulness of nutrition education materials, especially the video component, and to learn more about the food stamp office as a learning environment for future implementation of nutrition education.

The exit survey used estimation of information retention and predictors of behavior change to evaluate the usefulness of the educational materials placed in the food stamp offices. Recall of video messaging and levels of intention to shop for and prepare healthy food were included as exit survey outcomes.

The observation study measured "eyes on screen" for video viewing, poster display visitation, and client distractions in food stamp waiting areas. Intensity and duration of video viewing with distractions and poster display visitation were outcomes of interest for the observation study.

3. Evaluation participants.

Describe the population being evaluated and its size. For example, all (1200) kindergarten students at public schools in on school district.

The target audience for the exit study was 419 low-income, food stamp eligible adults, aged 18 to 54 years, visiting food stamp offices to receive food stamp benefits, while 111 adults in these same offices were part of the observation study, and a total of 1,817 were part of the environmental scan.

The exit survey and observation study were conducted at food stamp offices in four counties—Contra Costa, Fresno, Orange, and Sacramento.

The reported ethnicity of the persons who participated in the Exit Survey at the four offices was about 43% Latino; Hispanic; 26% White, Caucasian; 18% Black; African American; 4% Asian or Pacific Islander; 3% American Indian or Alaskan Native; and 6% Other. These demographics were in close alignment with the statewide food stamp participant figures for July 2004 (43% Hispanic, 25% White, 22% Black, 7% Asian/Pacific Islander, 1% American Indian/Alaskan Native).

A contrast in the ethnic makeup of the food stamp recipients who participated in the Exit Survey was observed at the four food stamp office sites (See table below). At the Fresno and Orange county food stamp offices, a greater percentage of Hispanic respondents was interviewed compared to the Sacramento and Contra Costa county food stamp offices. The Sacramento food stamp office had the highest percentage of Black food stamp recipients who agreed to participate. The Contra Costa food stamp office had largest percentage of White food stamp recipients who participated.

Summary of ethnic makeup of exit survey sample by food stamp office site location

Summary of ethnic makeup of exit survey sample by food stamp office site focation						
Ethnicity	Contra Costa	Fresno	Orange	Sacramento		
Latino/Hispanic	38%	63%	54%	16%		
Black/African American	7%	16%	1%	47%		
White/Caucasian	43%	11%	27%	23%		
American Indian/Alaskan Native	1%	6%	2%	3%		
Asian/Pacific Islander	7%	1%	2%	6%		
Other	4%	1%	14%	5%		
Refused	1%	1%	0%	1%		

4. Assignment to intervention and control or comparison conditions

a. Describe the unit of assignment to intervention and control groups.

For example, an intervention focused on kindergarten students may assign school districts, individual schools, classrooms, or individual student to intervention and control groups.

This was not an intervention/control study. Respondents and observations were drawn from all four food stamp offices

The four counties were chosen because, they collectively resembled the statewide food stamp demographics, and they represented different areas of the state. One food stamp office in each of the four counties was selected by the county's Food Stamp Program Specialist to closely represent the overall county population. Office size was also taken into consideration to gain insight into possible impact differences based on office environment. For the exit survey and the observation study, the same food stamp office waiting areas were utilized.

b. Describe how assignment to intervention and control groups was carried out.

Be explicit about whether or not assignment was random. For example, ten kindergarten classrooms were randomly assigned to intervention and control groups.

This was not an intervention/control study. Respondents and observations were drawn from all four food stamp offices

<u>Exit Survey</u>: A convenience sample of 419 food stamp participants agreed to participate prior to leaving the office to answer an in-person survey asking about the nutrition education video and materials they may have seen in the waiting area.

Observation study: For the *Environmental Scan*, three visual scans of behavior relating to the video and other materials were gathered of all clients in the waiting area during each video viewing period observed. For the *Individual Observation*, an observer scanned the waiting area and identified a client who began to focus attention to the video. The researcher observed how closely the client paid attention to the video, minute-by-minute, for the entire viewing period or as long as the client was in the waiting area.

c. Describe how many units and individuals were in the intervention and control groups at the start of the intervention.

<u>Exit Survey:</u> A total of 419 food stamp participants was recruited. The distribution was as follows: Contra Costa, 105; Fresno, 109; Orange, 100; and Sacramento, 105.

<u>Observation study:</u> For the *Environmental Scan*, 106 viewings of the *FSORK* video were observed at the four offices. Researchers observed 1,817 food stamp clients in the waiting areas of the four food stamp offices during the environmental scan as follows: Contra Costa, 91; Fresno, 291; Orange, 134; and Sacramento, 1301. For the *Individual*

Observation, 111 clients were observed in the waiting areas of the four sites as follows: Contra Costa, 22; Fresno, 24; Orange, 22; and Sacramento, 43. More clients were observed at the Sacramento site for the *Individual Observation* because the large waiting area was divided into two sections that provided for more for optimal data collection.

5. Impact Measure(s) For each evaluation impact, describe the measure(s) used. Descriptions should indicate if the focus is on knowledge, skills, attitudes, intention to act, behavior or something else. Each measure should also be characterized in terms of its nutritional focus, e.g. low fat food preparation, number of whole grain servings consumed, ability to accurately read food labels. Finally indicate if impact data were collected through observation, self-report, or another method.

Exit Survey: The survey instrument measured knowledge, self efficacy, intention, and stages of change, along with an estimation of information retention to evaluate the usefulness of the educational materials in the food stamp offices. The survey instrument contained 30 questions and took approximately 5 to 7 minutes to complete. Data were collected through self-report method. The nutrition education messages participants were supposed to recall from watching the video include tips on purchasing and preparing nutritious meals and snacks for themselves and their families with their food stamps, especially fruits and vegetables. After watching the video the goal was for participants to gain self efficacy to select healthy foods when they shop, buy healthy food the next time they shop, buy more fruits and vegetables the next time they shop, eat more fruits and vegetables everyday, and prepare healthier meals and snacks. In addition, after watching the video, participants should report they were "very likely" to use their EBT card to buy more fruits and vegetables, use the tips when making food at home, use the tips when shopping at the grocery store and shopping more at a farmers' market.

Shift among stages of change could be estimated only by "before" and "after" questions since a pre-test/post-test design was not feasible. The two questions focused on whether the participant was "already eating plenty of healthy foods", "trying to eat more healthy foods", "thinking about eating more healthy foods" and "planning to eat more healthy foods". After watching the video or looking at the materials on healthy eating we hoped participants were "planning to eat more healthy foods".

Observation Study: During the environmental scan portion of the observation study, "eyes on screen" was measured, as well as type of distraction (if distraction was observed). Poster display visitation and type of materials taken from the poster display with brochure rack in food stamp waiting areas were also recorded. The observer estimated the noise level of the waiting area by rating whether it was "Easy to hear video" or "Difficult to hear video".

For the individual observation, another observer scanned the waiting area and identified a client in the waiting area who was beginning to focus attention to the video. Thorson, E. introduced a concept of eyes on screen (EOS) which is a measure of attention used as a continuous index of "how much" an individual looks at a television screen. The most

common method of collecting EOS data is through videotaping individuals watching television without the subjects' knowledge. Due to confidentiality reasons and the limitations of food stamp office environment, other non-invasive techniques were utilized. The main concepts of EOS in measuring intensity of attention were applied for the basis of this observation study. Specifically, the method incorporated in the observation study based on Thorson's EOS measures was use of the timed interval to assign credit for watching when an individual looks at the screen during a given segment of the video¹. For the entire viewing period (20 possible minutes), or as long as the client was in the waiting area, the researcher observed how closely the individual paid attention to the video, minute by minute. During any given minute, the individual was given one credit (check mark) if he/she either glanced (approximately 2-3 seconds out of the entire minute) or watched (> 30 seconds out of the minute). When assigning credits, 'watched' was prioritized over 'glanced'. Also, the observer recorded any activities that distracted the individual from paying attention to the video during each one-minute increment of the video. All data were recorded on the 'Individual Observation Form'. For reporting purposes, watched minutes were classified into four categories to capture all lengths of minutes spent viewing the video, 1-5, 6-10, 11-15 and 16-20 minutes.

a. Describe the points at which data were collected from intervention and control group participants. For example, these points may include pre-test or baseline, midway through the intervention, post-test as intervention ends or follow-up some weeks or months after the intervention ends.

Exit Survey: The exit survey data were collected during January and February 2007, after the food stamp offices had time to become familiar with the materials. The exit survey was administered two consecutive days in each food stamp office with the exception of the food stamp office in Orange County where two additional days were needed to administer the survey. Upon leaving the office, a convenience sample of food stamp recipients was asked to answer an in-person survey inquiring about the nutrition education video and materials they may have seen in the waiting area. Details about the length of time participants were in the waiting area and the number of times the video was viewed were not collected.

<u>Individual Observation:</u> Observation data were collected during March and April 2007. Observers spent two consecutive days in each food stamp office with the exception of the food stamp office in Orange County. Due to the small size of the food stamp office, an additional two days of observations were needed for observation.

6. Results Compare intervention and control groups at each measurement point, by individual measure. Report the number of intervention and the number of control group participants measured at each point. Describe tests of statistical significance and results.

Exit Survey:

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¹ Thorson, E. (Lang A. Editor). 1994. Using Eyes on Screen as a Measure of Attention to Television. Measuring Psychological Responses to Media Messages. Lawrence Erlbaum Associates, Publishers, Hilladale, New Jersey.

Recall Findings (Based on 419 participants)

- Unaided recall yielded 70 percent of participants recalling at least one FSORK material about healthy eating.
- Of all the FSORK materials, the video was recalled the most (62 percent, unaided).
- Unaided, fewer than 10 percent of participants surveyed remembered seeing materials such as the brochures (8%), poster (7%) or recipe cards (4%).
- Aided recall showed that 76 percent of participants recalled seeing a video about healthy eating.

Behavioral Measures (Based on 320 participants)

- Of those who watched the video, one-third of participants reported watching the video "pretty closely" or "very closely" (10% and 23%, respectively).
- Eighty-seven percent of participants who reported watching the video were able to recall specific tips or messages. For example, 19 percent reported the video was about "how to eat healthy/about nutrition and 18 percent reported the video was about "how to eat fruit and vegetables".
- Measures of self-efficacy for healthy eating, purchase and preparation ranged from 73 77% who reported "agree" or "strongly agree".
- Based on a perceived before and after question related to stages of change, participants who reported they were "planning to eat more healthy foods" shifted from 9% to 14% after watching the video.

Individual Observation:

Environmental Scan (Based on 1,817 clients observed)

- When observing the full waiting area, on average 17 percent of clients looked at the video (either 'glancing' or 'watching') during a given 20-minute video viewing period. Significant differences between offices were observed in the percentage of clients looking at the screen (p<.001). The Fresno food stamp office had the highest percentage of clients looking at the screen during a given video demonstration (35 percent).
- The noise level of the waiting area was a factor in the percentage of clients who engaged in the video. The regression analysis showed a significant negative correlation between noise level of the waiting area and eyes on screen (r=-0.351, n=104, p<.001). The rate of eyes on screen decreased 17 percent when the observers rated it was difficult to hear the video in the waiting area.
- At each food stamp waiting area it was observed that no more than six percent of the food stamp clients in the waiting areas visited the FSORK poster display.

Individual Observation (Based on 111 clients observed)

- Of clients who initially engaged with the video, 40 percent of their viewing time was spent 'watching'.
- Over half (55%) of the client 'watching' minutes were between 1 to 5 cumulative minute-segments.
- During 38% of the potential viewing time, clients who initially engaged with the video ended up distracted entirely with no watching, i.e., once engaged, the

- person neither glanced nor watched during 38% of the possible one-minute segments.
- The top two distractions and activities that took place in the waiting areas were "Looking around" (44%) and "Talking to others" (24%).

These findings can not only provide guidance on further improvement of the FSORK's use, it can inform collaborators and other professionals about the use of the food stamp office for nutrition education using media-based approaches.

RECOMMENDATIONS FOR FSORK'S FUTURE USE AND IMPLEMENTATION GUIDELINES:

- In addition to the resource guide, a set of guidelines for video and poster display should be offered with specific information and considerations for implementation of the FSORK.
- If food stamp office coordinators have the opportunity to select sites for FSORK implementation, the selection process should include attention to settings that are optimal for information retention and that have capacity to monitor the video
- Guidelines for site selection should be created to assist with this process as needed.
- Sites should ideally be medium-to small-sized offices with fewer distractions and with seating that encourages screen viewing for clients to engage and retain information from FSORK video.
- Site monitoring of audio volume by staff for *Good Food TV* needs to occur to enable clients to hear above talking of clients and office announcements.
- Guidelines need to include information on playing English or Spanish versions on a continuous loop with suggestions for how to monitor by staff.
- Guidelines should include information on placement of floor or wall poster display with brochure rack.
- Other promotions, prompts or cues elsewhere in the waiting area to increase awareness of the materials and video could be implemented.

7. Reference

Provide a contact for additional details and a reference to any other report of the evaluation.

Alyssa Ghirardelli, <u>Alyssa.Ghirardelli@cdph.ca.gov</u>; Amy Fong, <u>Amy.Fong@cdph.ca.gov</u>

Report of Evaluation:

Food Stamp Office Resource Kit (FSORK) Evaluation Report—2007 Presented: Cancer Prevention and Nutrition Section; CA Dept. of Public Health; Sept. 5, 2007; Food Stamp Coordinator's Meeting; Dept. of Social Services; Aug. 30, 2007

e. EFFECT OF FRESH FRUIT AVAILABILITY ON THE FRUIT AND VEGETABLE CONSUMPTION OF LOW-WAGE EMPLOYEES FFY 07 Final Report

Section II. Final Report Summary for Evaluations.

Provide the information requested below for any significant evaluation efforts (costing greater than \$400,000) that were completed during the previous year.

Note: This summary is being included as part of the *Network*'s FFY07 final report because the evaluation activities were conducted and costs were billed to the FFY 07.

1. Name of Project or Social Marketing Campaign

If multiple projects or campaigns were part of a single impact evaluation, please list them all.

From June to September 2005, the *Network for a Healthy California—Worksite Program* conducted a study in low-wage worksites to determine the effect of fresh fruit availability on the fruit and vegetable consumption, fruit and vegetable purchasing, job satisfaction, self-efficacy, and overall health of low-wage employees. The 9 worksites that participated in the study were apparel manufacturers (7 sites) and food processors (2 sites). The workers in these worksites earned an average of \$7.75 per hour, or approximately \$15,500 per year.

The intervention worksites received UPS deliveries of fresh fruit 3 days a week for 12 consecutive weeks. Fruit was provided by The Fruit Guys, a San Francisco-based company that delivers boxes of fruit to companies nationwide. Supervisors/managers ensured that all employees had an equal chance of obtaining and eating fruit by asking them to take no more than one piece per delivery. The control worksites did not receive fruit deliveries during the intervention period. The assessment protocol, a description of the instrumentation, and the preliminary results are shown below.

The *Network for a Healthy California—Worksite Program* staff worked with a consultant, Gian Gonzaga, PhD, to coordinate the study logistics, execute the study, collect the data, analyze the data, and generate a draft report of the findings. USDA (\$69,660) and CDC Preventive Health and Health Services Block Grant (\$14,700) funds were used to support the research.

2. Key Evaluation Impact(s)

Identify each impact being assessed by the evaluations. For example are FSNE participants more likely than non-participants to report they intend to increase their fruit and vegetable intake? Or do a greater proportion of FSNE participants choose low-fat (1% or skim) milk in the school cafeteria compared to non-participants?

What effect does fresh fruit availability at worksites have on the:

- a. Fruit and vegetable consumption of low-wage employees?
- b. Fruit and vegetable purchasing of low-wage employees?
- c. Fruit and vegetable purchasing of the families of low-wage employees?
- d. Job satisfaction, self-efficacy, and overall health of low-wage employees?

3. Evaluation participants.

Describe the population being evaluated and its size. For example, all (1200) kindergarten students at public schools in on school district.

559 low-income, primarily Latino workers in 9 Los Angeles manufacturing and food processing worksites participated in the study.

4. Assignment to intervention and control or comparison conditions

a. Describe the unit of assignment to intervention and control groups.

For example, an intervention focused on kindergarten students may assign school districts, individual schools, classrooms, or individual student to intervention and control groups.

The intervention and control groups were assigned as entire worksites.

b. Describe how assignment to intervention and control groups was carried out. Be explicit about whether or not assignment was random. For example, ten

kindergarten classrooms were randomly assigned to intervention and control groups.

The nine participating worksites had a wide variation in the total number of employees, and therefore were divided into two randomly selected groups to ensure that an equal number of employees were exposed to the intervention and control conditions. One group included six worksites (intervention) and the other group included three worksites (control).

c. Describe how many units and individuals were in the intervention and control groups at the start of the intervention.

The intervention group included 391 employees and the control group included 137 employees. Thirty-one workers were excluded from the final analysis because they only completed the demographics section of the questionnaire and did not complete the questions that measured the outcome variables.

5. Impact Measure(s)

For each evaluation impact, describe the measure(s) used. Descriptions should indicate if the focus is on knowledge, skills, attitudes, intention to act, behavior or something else. Each measure should also be characterized in terms of its nutritional focus, e.g. low fat food preparation, number of whole grain servings consumed, ability to accurately read food labels. Finally indicate if impact data were collected through observation, self-report, or another method.

An English- and Spanish-language questionnaire was constructed using valid and reliable measures. Self-reported fruit and vegetable consumption was measured using a Food Frequency Questionnaire.¹⁻² Although the intervention focused on fruit availability, vegetable consumption was measured to determine whether the intervention approach in some way influenced overall produce consumption. Four items measured fruit and vegetable purchasing habits of the participants and their families.³ Two self-efficacy items were used to measure participants' confidence in their ability to consume the recommended amounts of fruits and vegetables each

day.² Job satisfaction was measured using three items including workers' satisfaction with their jobs, supervisors/managers, and companies.⁴ Perceived health was measured using four items from a 36-item RAND Health Survey Questionnaire.⁵ Workers were also asked to report any medical conditions that would alter their food consumption in any way and to provide basic demographic data. A copy of the questions and articles that showed the validity and reliability of the questions that were used in the study are available upon request.

a. Describe the points at which data were collected from intervention and control group participants.

For example, these points may include pre-test or baseline, midway through the intervention, post-test as intervention ends or follow-up some weeks or months after the intervention ends.

Data were collected from both the intervention and control worksites at four points during the course of the study. A baseline questionnaire was filled out by employees prior to the start of the study. The same questionnaire was filled out monthly during the course of the 4-month intervention period, for a total of 4 assessments. The final assessment was completed within one-week of the end of the study period. The control and intervention worksites were assessed on the same schedule.

6. Results

Compare intervention and control groups at each measurement point, by individual measure. Report the number of intervention and the number of control group participants measured at each point. Describe any tests of statistical significance and the results.

Numbers of Participants at Each Time Point

Due to a variety of circumstances including employee turnover, absences, and new hires, there were fluctuations in the number of employees who completed the assessments at the various time points. At Time 1, 175 completed the questionnaire; at Time 2, 221 completed the questionnaire; at Time 3, 251 completed the questionnaire; and at Time 4, 328 completed the questionnaire.

Data Analysis

To test the main hypotheses of whether the intervention had an effect on consumption, purchasing, and other study variables, the Hierarchical Linear Modeling (HLM) 5.05 statistical program and Growth Curve Analysis (GCA) were used. In an effort to account for real-life variation at the workplace, study participants were allowed to enter the study at any of the four assessment periods. To account for the additional variables that this creates, HLM was used to analyze the data. HLM is a highly effective statistical analysis software that is able to account for missing data using a weighted estimate based on the individual's own data as well as the group level data. When the individual's own data are more reliable (i.e., they provide more questionnaires across time), their own slope estimates are more heavily weighted in replacing the missing data. Similarly, when the participant's data are less reliable, the average of the group at that specific time point is weighted more heavily in the final estimate of the missing data.

In viewing the GCA results below, the intercept coefficients and the p values indicate whether there was a significant difference between the control and intervention groups during the baseline assessment on each measured variable. A positive coefficient and a p value of <.05 indicates that

the intervention group was significantly higher on the measured variable as compared to the control group during the initial assessment. A negative coefficient and a p value of <.05 indicates that the control group was significantly higher on the measured variable as compared to the intervention group during the initial assessment.

In contrast, the slope coefficients and the p values indicate whether there was a significant change over the 4 time points between the control and intervention groups on each measured variable. A positive coefficient and a p value of <.05 indicates that the intervention group was significantly higher on the measured variable as compared to the control group during the entire course of the study. A negative coefficient and a p value of <.05 indicates that the control group was significantly higher on the measured variable as compared to the intervention group during the entire course of the study. Significant slope coefficients essentially tell the researcher whether the intervention was effective or not.

For a strictly descriptive view of the findings, means and 95 percent confidence intervals for each measured variable are shown below.

Results

Fruit and Vegetable Consumption. As shown by the intercept coefficients and p values in Table 1, the control group had significantly higher vegetable and total fruit and vegetable consumption, compared to the intervention group at the baseline assessment. More importantly, there were statistically significant effects on fruit and vegetable consumption throughout the course of the study as shown by the slope coefficients and p values in Table 1. Employees in the intervention worksites showed a significant increase in fruit, vegetable, and total fruit and vegetable consumption, compared to the control worksites as a result of the intervention.

Table 2 shows the mean servings and 95% confidence intervals for fruit and vegetable consumption in the intervention and control worksites. This table demonstrates that the intervention worksites generally showed an increase in fruit, vegetable, and total fruit and vegetable consumption, while the control worksites experienced a decrease.

Table 1. The Effect of the Intervention on Fruit and Vegetable Consumption

Fruit and Vegetable Consumption	Intercepts		Slopes	
	Coefficient	t (df) p	Coefficient	t (df) p
Fruit Consumption	-0.267	-2.00 (525) .05	0.083	2.07 (873) .04
Vegetable Consumption	-0.678	-3.77 (525) .001	0.178	3.26 (699) .002
Total Fruit and Vegetable Consumption	-0.784	-3.67 (525) .001	0.221	3.45 (673) .001

Table 2. Mean Servings and 95% Confidence Intervals (CI) for Fruit and Vegetable Consumption in the Intervention and Control Worksites

Fruit and Vegetable Consumption	Baseline Mean Servings <u>+</u> 95% CI	Month 2 Mean Servings <u>+</u> 95% CI	Month 3 Mean Servings <u>+</u> 95% CI	Month 4 Mean Servings <u>+</u> 95% CI
Fruit Consumption				
Intervention	2.33 ± .42	2.10 ± .31	2.18 ± .32	2.61 ± .36
Control	3.21 ± .12	$2.37 \pm .62$	$2.38 \pm .59$	2.58 ± .63
Vegetable Consumption				
Intervention	2.49 ± .47	$2.84 \pm .53$	$2.55 \pm .38$	3.63 ± .71
Control	4.69 ± 1.60	$3.00 \pm .90$	3.55 ± 1.02	3.63 ± 1.34
Total Fruit and Vegetable Consumption ^a				
Intervention	4.51 ± .76	5.06 ± .83	4.88 ± .69	6.27 ± 1.00
Control	8.02 ± 2.57	5.13 ± 1.32	5.94 ± 1.54	6.01 ± 1.76

^aTotal consumption does not exactly equal fruit plus vegetable consumption because of missing data.

Fruit and Vegetable Purchasing. As shown by the intercept coefficients and p values in Table 3, the control group had significantly higher reported self-purchasing of fruits, compared to the intervention group at the baseline assessment. More importantly, there were statistically significant increases in self-purchasing of fruits and family purchasing of vegetables in the intervention worksites, compared to the control worksites throughout the course of the study as shown by the slope coefficients and p values in Table 3. This demonstrates that the intervention had a significant and positive effect on self-purchasing of fruits and family purchasing of vegetables. Table 4 shows the means and 95% confidence intervals for these variables in the intervention and control worksites.

Table 3. The Effect of the Intervention on Fruit and Vegetable Purchasing

	Intercepts		Slopes	
Self- and Family Purchasing of Fruits and Vegetables	Coefficient	t (df) p	Coefficient	t (df) p
Self-Purchasing				
Fruits ^a	-0.395	-2.40 (525) .02	0.178	3.42 (930) .001
Vegetables ^a	-0.330	-1.95 (525) .05	0.087	1.66 (835) .10
Family Purchasing				
Fruits ^b	-0.115	-0.70 (525) .49	0.089	1.74 (923) .08
Vegetables ^b	-0.185	-1.07 (525) .29	0.136	2.54 (925) .01

^aOver the past month, have you purchased more or less fruits/vegetables than the month before? Answers range from *Much Less (1)* to *A Lot More (5)*.

bOver the past month, has your family, not including you, purchased more or less fruits/vegetables than the month before? Answers range from *Much Less (1)* to *A Lot More (5)*.

Table 4. Means and 95% Confidence Intervals (CI) for Self and Family Purchasing of Fruits and Vegetables in the Intervention and Control Worksites

Self- and Family Purchasing of Fruits and Vegetables	Baseline <i>Mean <u>+</u> 95%</i> <i>Cl</i>	Month 2 <i>Mean <u>+</u> 95%</i> <i>CI</i>	Month 3 <i>Mean <u>+</u> 95% CI</i>	Month 4 <i>Mean <u>+</u> 95%</i> <i>CI</i>
Fruit Purchasing ^a				
Intervention	3.09 ± .13	3.26 ± .14	3.43 ± .11	$3.60 \pm .10$
Control	$3.47 \pm .25$	3.16 ± .22	3.18 ± .19	3.35 ± .16
Vegetable Purchasing ^a				
Intervention	3.01 ± .13	$3.20 \pm .13$	3.16 ± .13	3.42 ± .11
Control	$3.29 \pm .24$	$3.23 \pm .24$	$3.30 \pm .20$	3.32 ± .16
Family Fruit Purchasingb				
Intervention	3.15 ± .12	$3.37 \pm .13$	3.56 ± .11	3.52 ± .10
Control	$3.38 \pm .27$	3.26 ± .23	3.20 ± .21	3.38 ± .17
Family Vegetable Purchasing ^b				
Intervention	3.10 ± .13	3.41 ± .13	$3.66 \pm .13$	3.57 ± .11
Control	3.35 ± .28	3.38 ± .21	3.38 ± .21	3.30 ± .17

^aOver the past month, have you purchased more or less fruits/vegetables than the month before? Answers range from *Much Less (1)* to *A Lot More (5)*.

Self-efficacy, job satisfaction, and perceived health. As shown by the intercept coefficients and p values in Table 5, the control group had a significantly higher self-efficacy toward eating 2 servings of fruit each day, compared to the intervention worksites at the baseline assessment. More importantly, there was a statistically significant increase in self-efficacy toward eating 2 servings of fruit each day among the intervention worksites, compared to the control worksites throughout the course of the study as shown by the slope coefficient and p value in Table 5. This demonstrates the positive impact that the intervention had on fruit consumption-related self-efficacy. In contrast, there were no significant differences over time in job satisfaction and perceived health in the intervention and control worksites. Table 6 shows the means and 95% confidence intervals for these variables in the intervention and control worksites.

bOver the past month, has your family, not including you, purchased more or less fruits/vegetables than the month before? Answers range from *Much Less* (1) to *A Lot More* (5).

Table 5. The Effect of the Intervention on Self-Efficacy, Job Satisfaction, and Perceived Health

Self-Efficacy, Job Satisfaction, and Perceived Health	Intercepts		Slopes	
	Coefficient	t (df) p	Coefficient	t (df) p
Sure you can eat a				
Two servings of fruits each day	-0.520	-2.06 (525) .04	0.179	2.23 (985) .03
Three servings of vegetables each day	-0.309	-1.27 (525) .20	0.130	1.69 (899) .09
Job Satisfaction ^b	0.343	1.77 (525) .08	0.041	0.71 (983) .48
Perceived Health ^C	0.247	1.77 (525) .08	0.002	0.04 (1000) .97

^a How sure are you that you can eat two servings of fruits/three servings of vegetables each day? Answers range from *Very Unsure (1)* to *Very Sure (5)*.

^b I am satisfied with my job, manager, company. Answers range from *Not at all (1)* to *Completely (5).*

^c Over the past month, my health has been... Answers range from *Poor (1)* to *Excellent (5)*.

Table 6. Means and 95% Confidence Intervals (CI) for Self-Efficacy, Job Satisfaction, and Perceived Health in Intervention and Control Worksites

Self-Efficacy, Job Satisfaction, and Perceived Health	Baseline <i>Mean <u>+</u> 95%</i> <i>CI</i>	Month 2 <i>Mean <u>+</u> 95%</i> <i>Cl</i>	Month 3 <i>Mean <u>+</u> 95%</i> <i>CI</i>	Month 4 <i>Mean <u>+</u> 95%</i> <i>Cl</i>
Sure you can eat 2 servings of fruits each day ^a				
Intervention	3.42 ± .21	3.55 ± .18	3.75 ± .17	3.74 ± .15
Control	3.94 ± .34	3.59 ± .39	3.78 ± .32	3.61 ± .23
Sure you can eat 3 servings of vegetables each day ^a				
Intervention	3.33 ± .20	3.58 ± .17	3.77 ± .17	3.68 ± .15
Control	3.91 ± .59	3.22 ± .36	3.70 ± .33	3.62 ± .24
Job Satisfaction ^b				
Intervention	4.10 ± .17	4.17 ± .12	4.03 ± .13	4.17 ± .11
Control	3.61 ± .47	3.77 ± .36	3.51 ± .32	3.66 ± .23
Perceived Health ^c				
Intervention	3.27 ± .11	3.47 ± .10	3.46 ± .10	3.60 ± .10
Control	3.14 ± .23	3.19 ± .22	3.19 ± .20	3.38 ± .16

^a How sure are you that you can eat two servings of fruits/three servings of vegetables each day? Answers range from *Very Unsure (1)* to *Very Sure (5)*.

Discussion/recommendations

The results of the study demonstrate that improving access to fruits during the workday has a positive effect on the fruit and vegetable consumption, fruit purchasing habits, and self-efficacy of low-income workers. These findings are quite consistent with other studies conducted with children that show increasing availability of produce has a positive effect on consumption.

The *Network for a Healthy California—Worksite Program* has taken the results of this study and developed a resource to help low-wage employers and employees establish produce delivery services for their worksites. Visit http://www.dhs.ca.gov/ps/cdic/cpns/worksite/FitBusinessKit.htm#5 to view the resource, entitled *Simple Steps to Ordering Farm Fresh Produce for the Worksite*. This

^bI am satisfied with my job, manager, company. Answers range from *Not at all (1)* to *Completely (5).*

^c Over the past month, my health has been... Answers range from *Poor (1)* to *Excellent (5)*.

resource is now offered to 110 low-wage worksites that are actively involved in the *Network for a Healthy California—Worksite Program.*

A manuscript of these findings is also being drafted so that the broader business and public health community can see the evidence-based benefit of worksite produce deliveries.

7. Reference

Provide a contact for additional details and a reference to any other report of the evaluation.

Contact

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References for Impact Measures

- 1. Thompson F, Kipnis V, Subar A, Krebs-Smith S, Kahle L, Midthune D, et al. Evaluation of 2 brief instruments and a food-frequency questionnaire to estimate daily number of servings of fruits and vegetables. Am J Clin Nutr. 2000;71:1503-10.
- 2. Stables G, Heimendinger J, Eds. 5 A Day for Better Health Program Monograph. Bethesda, MD: National Institutes of Health, National Cancer Institute. September 2001; NIH Publication No. 01-5019.
- 3. Reynolds KD, Baranowsk T, Bishop D, Gregson J, Nicklas, T. 5 a day for better health program monograph. Bethesda, MD: National Institutes of Health, National Cancer Institute. September 2001; NIH Publication No. 01-5019.
- 4. <u>Wanous JP</u>, <u>Reichers AE</u>, <u>Hudy MJ</u>. Overall job satisfaction: how good are single-item measures? <u>J Appl Psychol.</u> 1997;82(2):247-52.
- 5. Hays RD, Sherbourne CD, Mazel RM. The RAND 36-Item Health Survey 1.0. Health Economics. 1993;(2): 217-27.

2. UC FSNEP – FFY 07 Final Report

Section II. Final Report Summary for Evaluations.

Provide the information requested below for any significant evaluation efforts (generally considered as costing greater than \$400,000) that were completed during the previous year. See pages 6-8 for instructions.

1. Name of Project or Social Marketing Campaign

If multiple projects or campaigns were part of a single impact evaluation, please list them all.

Adult FSNEP Nutrition Education classes of 6-8 lessons. Lesson content was based on the Dietary Guideline for Americans and classes were taught using the following methods: weekly classes, using a mini-workshop approach, or mailed to enrolled participants. Participants were enrolled in FSNEP. The Family Record Form was used to collect demographic information on income level, enrollment in federal programs, number of children, ethnicity and gender, size of community. An on-going evaluation was used to collect pre and post test evaluation results on a sample of the population served.

2. Key Evaluation Impact(s)

Identify each impact being assessed by the evaluations. For example are FSNE participants more likely than non-participants to report they intend to increase their fruit and vegetable intake? Or do a greater proportion of FSNE participants choose low-fat (1% or skim) milk in the school cafeteria compared to non-participants? Outcome Evaluation was conducted on 25-100% of all enrolled participants in each county. This is our ongoing evaluation for the FSNE Adult program. Preliminary impacts are for the 7,487 enrolled participants who were evaluated using pre and post results from the Food Behavior Checklist evaluation instrument described below (see note):

- *increases in fruit/vegetable consumption (40% of FSNE enrolled participants are more likely than non-participants to report that they have increased their fruit and vegetable consumption and variety);
- *decreases in fat consumption (40% of FSNE enrolled participants are more likely than non-participants to report that they have decreased their fat consumption);
- *decreases in soda drink consumption (30% of FSNE enrolled participants are more likely than non-participants to report that they have decreased their soda drink consumption);
- *improvements in food planning, shopping and preparation skills (40% of FSNE enrolled participants are more likely than non-participants to report that they have improved in food planning, shopping and preparation skills);
- *improvement in resource management skills (70% of FSNE enrolled participants are more likely than non-participants to report that they have improved in their resource management skills); and
- * improvement in food safety skills (40% of FSNE enrolled participants are more likely than non-participants to report that they have improved in their food safety skills).

Note: The Food Behavior Checklist (FBC) is a 21-item instrument. Six of the 21 questions have been validated: vegetable variety, fruit variety, soda consumption, eating low fat, removing skin from chicken, and selecting healthy food choices. In addition, three food safety questions are needed as a measure of decreasing food borne illnesses. The 21-item FBC provides outcome data on improvements in fruit and vegetable consumption (2 questions), decreases in fat (2 questions), decreases in soda consumption (1 question), improvements in food planning and shopping preparation skills (4 questions) and in food safety skills (3 questions).

3. Evaluation participants.

Describe the population being evaluated and its size. For example, all (1200) kindergarten students at public schools in on school district.

Pre/post evaluations were collected on 25-100% of enrolled FSNEP clients. For FFY 07, 7,487 Adult clients were evaluated with the Food Behavior Checklist. Of there, 3758 received 6-8 hours of class instruction, 2930 received 3-5 hours of focused lessons on a specific topic (mini-workshop) and 799 received FSNEP lessons through the mail (Home Study).

4. Assignment to intervention and control or comparison conditions

a. Describe the unit of assignment to intervention and control groups.

For example, an intervention focused on kindergarten students may assign school districts, individual schools, classrooms, or individual student to intervention and control groups.

The intervention focused on the changes in knowledge, behavior and attitudes of FSNE participants who received 6 to 8 hours on nutrition education lessons by a nutrition education assistant. Lessons on the Dietary Guidelines for Americans were taught weekly in groups with group size ranging from 3 to 15 eligible participants. A pre/post test format was used with the pretest designed to be a control for each participant evaluated.

Appendix A. Template 1. Section B: State Nutrition Education Final Report Summary FFY07 (continued)

b. Describe how assignment to intervention and control groups was carried out.

Be explicit about whether or not assignment was random. For example, ten kindergarten classrooms were randomly assigned to intervention and control groups.

Assignment of intervention was not random. Participants were enrolled based on interest and all participants were given instruction.

c. Describe how many units and individuals were in the intervention and control groups at the start of the intervention.

For the Adult Intervention of direct delivery (class instruction) approximately 10,000 eligible participants were enrolled. Of the 10,000 eligible, 7,487 have matched pre/post test results.

5. Impact Measure(s)

For each evaluation impact, describe the measure(s) used. Descriptions should indicate if the focus is on knowledge, skills, attitudes, intention to act, behavior or something else. Each measure should also be characterized in terms of its nutritional focus, e.g. low fat food preparation, number of whole grain servings consumed, ability to accurately read food labels. Finally indicate if impact data were collected through observation, self-report, or another method.

a. Describe the points at which data were collected from intervention and control group participants.

For example, these points may include pre-test or baseline, midway through the intervention, post-test as intervention ends or follow-up some weeks or months after the intervention ends.

For <u>class instruction</u> (Adult FSNEP lessons), pre/post evaluations measures were collected at baseline (during enrollment into FSNEP) and at graduation (after completing 4-8 weekly lessons). For <u>miniworkshop</u> lessons (3-5 hours in one workshop) pre/post tests on Knowledge were conducted before the workshop and immediately after the workshop. For <u>Home Study</u> lessons (lessons sent via mail to clients homes), pre-tests were done at enrollment and post-tests were done at the follow-up telephone call after completion of program.

6. Results

Compare intervention and control groups at each measurement point, by individual measure. Report the number of intervention and the number of control group participants measured at each point. Describe any tests of statistical significance and the results.

Preliminary results from our on-going evaluation have been aggregated for the FBC on 7,487 enrolled FSNE participants. Final results and statistics will be reported in the UC Final Report which will be completed on December 17th. Below is the report of preliminary differences between the pre and post test results:

- 40% of FSNE enrolled participants have increased their fruit consumption and variety from pre test to post test;
- 40% of FSNE enrolled participants have increase their vegetable consumption and variety from pre test to post test;
- 40% of FSNE enrolled participants have decreased their fat consumption from pre test to post test;
- 30% of FSNE enrolled participants remove the skin off chicken from pre test to post test;
- 30% of FSNE enrolled participants have decreased their soda drink consumption from pre test to post test:
- 40% of FSNE enrolled participants have improved in food planning skills from pre test to post test;
- 30% of FSNE enrolled participants have improved their shopping skills from pre test to post test;
- 35% of FSNE enrolled participants now shop with a list from pre test to post test;
- 70% of FSNE enrolled participants have improved in their resource management skills from pre test to post test;
- 50% of FSNE enrolled participants have improved in their food safety skills from pre test to post test
- 40% of FSNE enrolled participants now thaw appropriately from pre test to post test
- 20% of FSNE enrolled participants now store food appropriately from pre test to post test

7. Reference

Provide a contact for additional details and a reference to any other report of the evaluation.

Contact: Amy Block Joy, UC-FSNEP Director, One Shields Avenue, Meyer Hall-Room 1107, University of California, Davis, CA 95616 abjoy@ucdavis.edu